



**2020**

# **CLASSROOM PRONOUNCER GUIDE**

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\*Merriam-Webster Unabridged, copyright 2019, Merriam-Webster (<http://unabridged.merriam-webster.com>)

# Merriam-Webster Pronunciation Symbols

- ə** ..... banana, collect
- ʻə, ə** ..... humdrum
- ɛ** ..... as in one pronunciation used by *r*-droppers for *bird* (alternative \əɪ\)
- ə** ..... two-value symbol equivalent to the unstressed variants \ə, ɪ/, as in *habit*, *duchess* (\ˈhəbət\ = \ˈhəbət, -bɪt\)
- °** ..... immediately preceding \l, ɫ, ʌ, ɹ/, as in *battle*, *mitten*, and in one pronunciation of *cap* and *bells* \-ˈm-ɪ-, lock and key \-ˈŋ-ɪ-; immediately following \l, ɫ, ʌ, ɹ/, as in one pronunciation of *French table*, *prisme*, *titre*
- əɪ** ..... as in one pronunciation used by *r*-droppers for *bird* (alternative \əɪ\)
- ɛr** ..... 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 \ɛr/) and in one pronunciation of *hurry* (alternative \ə-r/); stressed and with centered period after \ər\ as in one pronunciation of *hurry* (alternative \ər-)
- a** ..... mat, map
- ā** ..... day, fade, date, aorta
- ä** ..... bother, cot; most American speakers have the same vowel in *father*, *cart*
- ɑ** ..... 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 \aaə\
- ai** ..... as in some pronunciations of *bag*, *bang*, *pass*
- aɪ** ..... now, loud, some pronunciations of *talcum*
- b** ..... baby, rib
- ch** ..... chin, nature \ˈnāchə(r)\ (actually, this sound is \t/ + \ʃh/)
- d** ..... elder, undone
- ɖ** ..... as in the usual American pronunciation of *latter*, *ladder*
- e** ..... bet, bed
- ᵝ, 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\
- eɪ** ..... 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*
- i** ..... tip, one pronunciation of *banish* (alternative unstressed \ɛ/), one pronunciation of *habit* (alternative \ə/; see ə)
- ī** ..... site, side, buy (actually, this sound is \ä/ + \i/, or \ä/ + \i/)
- iū** ..... as in one pronunciation of *milk*, *film*
- j** ..... job, gem, edge, procedure \prəˈsɛjə(r)\ (actually, this sound is \d/ + \zh/)
- k** ..... kin, cook, ache
- ᵏ** ..... 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* \œˈbɔ̃ˈvaˈblɑ̃\
- ŋ** ..... sing \ˈsɪŋ/, singer \ˈsɪŋə(r)/, finger \ˈfɪŋgə(r)/, ink \ˈɪŋk\
- ō** ..... bone, snow, beau; one pronunciation of *glory*
- ó** ..... saw, all, saurian; one pronunciation of *horrid*
- œ** ..... French *bœuf*, German *Hölle*
- œ** ..... French *feu*, German *Höhle*
- oi** ..... coin, destroy, strawy, sawing
- oo** ..... (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* \kɔ̃ˈt\
- 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** \ˈdets.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* \nɪt.hud\
- th** ..... then, either (actually, this is a single sound, not two)
- ü** ..... rule, fool, youth, union \ˈyünyən/, few \ˈfyü\
- û** ..... pull, wood, curable \ˈkyürəbəl\
- ue** ..... German *füllen*, *hübsch*
- œ** ..... 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* \dɛ̃ˈn\
- yü** ..... youth, union, cue, few
- yû** ..... 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* \ˈrɔz.hɪl\
- ˈ** ..... mark preceding a syllable with primary (strongest) stress: \ˈpen.mən.ʃɪp\
- ˌ** ..... mark preceding a syllable with secondary (next-strongest) stress: \ˈpen.mən.ʃɪp\
- ( )** ..... indicate that what is symbolized between is present in some utterances but not in others: *factory* \fakt(ə)rē\

# Guidelines Regarding Pronunciation

## Pronunciation

For many words in Merriam-Webster Unabridged, copyright 2019, 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 Bee has chosen to assign the dictionary's second or third pronunciation as the chief pronunciation. This decision has been made whenever the Bee 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 cause 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 level-specific study list from the log-in section of spellingbee.com, and
- providing the full 2020 School Spelling Bee Study List to your students if they seek a challenge.

### Familiarize yourself with the *2020 Classroom Pronouncer Guide*, in which:

- words 1-225 were selected from the 2020 School Spelling Bee Study List, and
- words 226-250 were selected from Merriam-Webster Unabridged, copyright 2019, Merriam-Webster.

### If you are including vocabulary, familiarize yourself with the *2020 Classroom Pronouncer Guide Vocabulary Supplement* (available when you log in to spellingbee.com), in which:

- pages 5-7 are One Bee Level oral vocabulary rounds, and
- pages 8 and 9 are Two Bee Level oral vocabulary rounds.

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

- begin **Lower Elementary** classroom spelling bees with **word 1** (page 10),
- begin **Upper Elementary** classroom spelling bees with **word 64** (page 17),
- begin **Middle School** classroom spelling bees with **word 176** (page 29),

### As pronouncer, be sure to:

- review the *2020 Classroom Pronouncer Guide* prior to your bee, and
- refer to the Merriam-Webster Pronunciation Symbols on page 2 of the *2020 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 *2020 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 2019, 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.

## 2020 Rules for Local Spelling Bees

### Preface

The Scripps National Spelling Bee (SNSB) encourages spellers, parents, teachers and spelling bee officials to read these rules prior to any local spelling bee. The SNSB defines a local spelling bee as any spelling bee other than the May 25-28, 2020 championship spelling bee in Oxon Hill, Maryland (“national finals”).

Spellers and spellers’ parents and teachers should check with their local spelling bee officials for the rules in effect in their area, as local spelling bee officials are encouraged but not required to use these rules. Spelling bee officials include the pronouncer, judges, coordinator and sponsor.

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

The SNSB has no authority over the conduct of local spelling bees and will not render judgments relating to their conduct or outcomes. Individuals bearing complaints about 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 national finals. 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 national finals operate under a significantly different set of rules called the *Contest Rules of the 2020 Scripps National Spelling Bee*. These rules contain provisions that are specific to unique conditions at the national finals. The successful implementation of many national finals rules at the local level is considered impossible and therefore is not recommended.

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### Rules

**1. Eligibility:** A speller qualifying for the 2020 SNSB national finals must meet these requirements:

- (1) The speller must not have won a SNSB national finals.
- (2) The speller must attend a school that is officially enrolled with the SNSB.
- (3) The speller must not have passed beyond the eighth grade on or before August 31, 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 SNSB of the circumstances of grade repetition by March 31, 2020; and the SNSB will, at its sole discretion, determine the speller’s eligibility status on or before April 30, 2020.
- (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 SNSB 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 26, 2019, and May 18, 2020.

(8) The speller must not have reached his/her 15th birthday on or before August 31, 2019.

(9) The speller must have been declared a champion of an SNSB-sanctioned final local spelling bee taking place on or after February 1, 2020, or be a spelling champion whose application for participation in the SNSB’s self-sponsorship program has received final approval by the SNSB.

(10) The speller, upon qualifying for the 2020 SNSB national finals, must submit to the SNSB a completed Champion Bio Form, a Certification of Eligibility Form, a signed Appearance Consent and Release Form, and a photo. The speller will notify the SNSB — at least 24 hours prior to the first day of the SNSB national finals — 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 SNSB 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 2020 SNSB national finals and April 30, 2021 — 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 2020 SNSB national finals.

**2. Format:** A local 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 item 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. If, however, the spelling bee officials specify an oral format, the speller may request a written format only as specified in the term of Rule 4: Special needs.

**3. Word list:** Local spelling bee officials are responsible for selecting the word lists for use in their spelling bees and are encouraged to select word lists generated by the SNSB that are dated 2020. These word lists include many words that appear in the current edition of two study resources — the School Spelling Bee Study List and Words of the Champions. Also, these word lists end with a section of words that do not appear in the aforementioned study resources and are for use near the end of a local spelling bee, if the local bee officials determine that their use in the spelling bee is warranted. All words appearing on 2020 SNSB word lists are entries in Merriam-Webster Unabridged, the official dictionary of the SNSB, available at <http://unabridged.merriam-webster.com/>. Merriam-Webster Unabridged is the final authority and sole source for the spelling of words; the primary source used to craft the pronunciations, definitions and language origins for the SNSB word lists; and the only authority to be consulted by spelling bee officials, as well as the sole source used during the spelling bee to verify the information in 2020 SNSB word lists. Some alternate pronunciations appearing in 2020 SNSB word lists may have been drawn from Merriam-Webster print publications because the SNSB deemed the information helpful to the speller.

**4. Special needs:** Local 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 spelling bee 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 2020 SNSB 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 SNSB. 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 2020 SNSB word list.

In Oral Vocabulary Rounds:

Procedure: The pronouncer reads aloud the vocabulary item 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 item; (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 SNSB.

In an oral vocabulary round, a speller may answer the item 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 item, 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 items 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 item 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 item 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 are encouraged 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. Teachers may access a recordkeeping sheet by logging into [spellingbee.com](http://spellingbee.com) and selecting Classroom or School Spelling Bee, then Competition Guides.

**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 failed to indicate or incorrectly indicated 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, nonstandard), 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 underway, 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 of 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 **Lower Elementary 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. *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.*

**hem**                    \ 'hem \                    noun    [Could be confused with him.]  
[no alternate pronunciation(s)]    an edge of cloth (such as for a skirt, sleeve or napkin) which has been finished by folding back the edge and sewing it down.  
*The **hem** of her skirt brushed the tops of her feet.*

2. **desk**                    \ 'desk \                    noun  
[no alternate pronunciation(s)]    a table with a sloping or horizontal surface used for writing and reading, often furnished with drawers and compartments.  
*Kameron always kept a few snacks in his **desk** for his midnight study sessions.*

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.*

**ash**                    \ 'ash \                    noun    [Has homonym Ashe (Ashe juniper).]  
[no alternate pronunciation(s)]    the material that is left behind after combustible materials (such as coal) have been burned.  
*Keegan hates cleaning out **ash** from the fireplace at the end of winter.*

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.*

**brim**                    \ 'brim \                    noun    [Could be confused with prim.]  
[no alternate pronunciation(s)]    the edge of a cup or bowl.  
*Because the cup was filled to the **brim**, Rahul had to sip some tea before he could lift it.*

5. *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.*

**grub**                    \ 'grəb \                    noun    [Could be confused with crub.]  
[no alternate pronunciation(s)]    food.  
*The restaurant served typical sports bar **grub** like burgers and fries.*

6. **silly**                    \ 'silē \                    adjective  
[no alternate pronunciation(s)]    of little weight or importance.  
*Ella thought recess was a **silly** waste of time.*

7. **brass** \ 'bras \ noun  
 [no alternate pronunciation(s)] a typically yellow alloy made of copper with zinc which is capable of being formed and is harder and stronger than copper.  
*The horn and trumpet are two of the oldest **brass** instruments.*
8. **number** \ 'nəmbər \ noun  
 [no alternate pronunciation(s)] the total sum of units involved.  
*There was a large **number** of students in the hall between classes.*
9. *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.*  
**size** \ 'sīz \ noun [Has homonym: sighs.]  
 [no alternate pronunciation(s)] the actual, characteristic, normal or relative proportion of a thing.  
*Rolanda couldn’t believe the **size** of the cookie she purchased from the bakery.*
10. *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.*  
**stray** \ 'strā \ noun [Could be confused with scray.]  
 [no alternate pronunciation(s)] a domestic animal that has left its enclosure or home and wanders at large or is lost.  
*Rhea thought the **stray** cat might stick around if she gave it some milk.*
11. *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.*  
**inside** \ ɪn'sīd \ adjective [Could be confused with incite.]  
 [no alternate pronunciation(s)] being on an inner surface or side.  
*After ten days of solid rain, the students were tired of **inside** recess.*
12. **soda** \ 'sōdə \ noun  
 [no alternate pronunciation(s)] a beverage that consists of water which is highly charged with carbon dioxide that is used to make soft drinks.  
*The **soda** bubbled and fizzed as Heidi popped the top of the can.*
13. *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.*  
**cone** \ 'kōn \ noun [Could be confused with Cohen/Kohen.]  
 [no alternate pronunciation(s)] a crisp conical wafer used to hold ice cream.  
*At the ice cream parlor, Aniyah asked for a waffle **cone** with mint chocolate chip ice cream.*
14. **twisty** \ 'twistē \ adjective  
 [no alternate pronunciation(s)] winding : full of bends.  
*The **twisty** road through Tennessee made Lakshmi’s stomach turn.*
15. *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.*  
**bingo** \ 'bɪŋ(.)gō \ noun [Has near-homonym: pingo.]  
 [no alternate pronunciation(s)] a game played using a grid in which five covered numbers in a row means a win.  
*Evangeline looks forward to going to the community center to play **bingo** every Wednesday.*

16. *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.*
- stunts**                    \ 'stʌnts \                    plural noun        [Could be confused with stuns.]  
    [no alternate pronunciation(s)]        feats or tricks which display significant strength or skill.  
    *Jared wanted to perform **stunts** on his bike, but he couldn’t even take his hands off the handlebars yet.*
17. *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.*
- gorp**                        \ 'gɔrp \                        noun        [Could be confused with corp.]  
    [no alternate pronunciation(s)]        a snack that is usually comprised of high-energy foods such as nuts.  
    *The hikers packed **gorp** in their backpacks to have as a nutritious snack.*
18. *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.*
- pond**                        \ 'pʌnd \                        noun        [Has homonym: pawned.]  
    [no alternate pronunciation(s)]        a body of water that is smaller than a lake but larger than a pool, and that either occurs naturally or is confined through man-made means.  
    *Nina wanted to jump into the **pond**, but the water only came up to her waist.*
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.*
- grits**                        \ 'grɪts \                        plural noun        [Has near-homonym: grids.]  
    [no alternate pronunciation(s)]        grains such as maize, wheat or barley which have been hulled and coarsely ground.  
    *Amelia always added butter and sugar to her **grits**.*
20. *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.*
- jolly**                        \ 'jälē \                        adjective        [Different definition has variants: jolley/jollie.]  
    [no alternate pronunciation(s)]        joyous.  
    *The students couldn’t figure out why their bus driver was so **jolly** all the time.*
21. *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.*
- punting**                    \ 'pʌntɪŋ \                    verb        [Could be confused with bunting.]  
    [no alternate pronunciation(s)]        to kick a ball when playing football, soccer or rugby before the ball hits the ground when dropped from the hands.  
    *The football coach’s decision of always **punting** on 4th down instead of going for the touchdown caused a lot of anger from fans.*
22. *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.*
- kidido**                    \ 'ki(,)dɪd \                    noun  
    [no alternate pronunciation(s)]        — used as a familiar way to greet someone.  
    *“Hey, **kidido!**” Gerald exclaimed when he saw his daughter for the first time in two months.*
23. *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.*
- stark**                        \ 'stärk \                        adjective  
    [no alternate pronunciation(s)]        barren, desolate, bleak.  
    *The landscape in Death Valley is as **stark** as it is beautiful.*

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.*
- pranks**                    \ 'prʌŋks \                    plural noun        [Could be confused with branks.]  
    [no alternate pronunciation(s)]        tricks.  
    *The teacher told the students that it was not okay to pull **pranks** in her classroom.*
25. **flustered**                \ 'flʌstərd \                    verb  
    [no alternate pronunciation(s)]        confused, muddled.  
    *The honking of horns **flustered** Eva while she was trying to study.*
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.*
- beam**                        \ 'bēɪm \                        noun        [Has near-homonym: bean.]  
    [no alternate pronunciation(s)]        a long piece of heavy wood that is suitable to use in house construction.  
    *As the thief was trying to make his escape through the basement, he hit his head on a wooden **beam** and was rendered unconscious.*
27. **mouth**                    \ 'maʊθ \                        noun  
    [no alternate pronunciation(s)]        the opening for food to enter the body of an animal.  
    *Omar brags that he can fit a whole slice of pizza in his **mouth** at once.*
28. *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.*
- polo**                         \ 'pɒ(,)lɔ \                        noun        [Could be confused with bolo.]  
    [no alternate pronunciation(s)]        a game played by teams of three or four players on horseback who use mallets with long handles to move a wooden ball down the field and through goalposts.  
    *The morning newspaper carried a picture of Prince Harry playing **polo**.*
29. **beeswax**                 \ 'bi:z.waks \                    noun  
    [no alternate pronunciation(s)]        business — used primarily by children.  
    *When Roya asked her brother where he had gotten his candy, he replied, “It’s none of your **beeswax**.”*
30. *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.*
- sweeten**                    \ 'swēɪn \                        verb        [Could be confused with Sweden.]  
    [no alternate pronunciation(s)]        to add sugar to.  
    *Jill spat out the iced tea once she realized her husband had done nothing to **sweeten** it.*
31. **giant**                     \ 'dʒiənt \                        adjective  
    [no alternate pronunciation(s)]        extremely large.  
    *The **giant** marshmallows made exceptional s’mores.*
32. **sound**                    \ 'saʊnd \                        noun  
    [no alternate pronunciation(s)]        a noise or tone.  
    *“Did you hear that **sound**?” Cara whispered to Jen just after she turned out the lights.*

33. **peppermint** \ 'pepər.mɪnt \ noun  
 [no alternate pronunciation(s)] a sharp and strong smelling plant with dark green leaves and whorls of small pink flowers in spikes.  
*Mariana was excited to grow **peppermint** in her garden so she could put the leaves in her tea.*
34. *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.*
- local** \ 'lɒkəl \ adjective [Could be confused with loco.]  
 [no alternate pronunciation(s)] characterized by or confined to a particular place : not widespread.  
*The **local** fire station can be found on the corner of Main Street and Central Avenue.*
35. **drool** \ 'drʊl \ noun  
 [no alternate pronunciation(s)] saliva issuing from the mouth in a stream.  
*When the people on the street saw all of the **drool** coming out of the dog’s mouth, they were concerned it had rabies.*
36. **basement** \ 'bɑːsmənt \ noun  
 [no alternate pronunciation(s)] the part of a building that is either completely or partly below the ground level.  
*Henri decided to convert his **basement** into a movie screening room.*
37. *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.*
- pardon** \ 'pɑːrdən \ noun [Could be confused with verb parting.]  
 [no alternate pronunciation(s)] forgiveness of a fault or offense.  
*Clement begged Lisa’s **pardon** for stumbling into her when the train began to move.*
38. **behold** \ bi'həʊld \ verb  
 [ \ bē'həʊld \ ] to experience or apprehend : to receive the full impression of something through sight.  
*Abdur did not regret going to the art show because the pieces shown were amazing to **behold**.*
39. **film** \ 'fɪlm \ verb  
 [no alternate pronunciation(s)] to make a movie of.  
*The directors wanted to **film** the movie in Australia so the scenes would look more authentic.*
40. **shrugged** \ 'ʃrʌgd \ verb  
 [no alternate pronunciation(s)] raised the shoulders to express indifference or aloofness.  
*Elias **shrugged** his shoulders when asked what his favorite color was.*
41. **frozen** \ 'frɔːzən \ adjective  
 [no alternate pronunciation(s)] subject to severe cold : chilly.  
*When she went to college in Chicago, Lexi had to pack extra layers to protect herself from the **frozen** landscape.*

42. *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.*
- grown-ups**            \ 'grōn.əps \            plural noun  
                                  [no alternate pronunciation(s)]    adults : those that have reached full physical and intellectual development.  
                                  *Why is it that kids want to be **grown-ups** and **grown-ups** want to be kids?*
43. **secret**            \ 'sēkrət \            adjective  
                                  [no alternate pronunciation(s)]    hidden, concealed.  
                                  *Nicole kept her fear of heights a **secret** as her boyfriend took her to the top of the Space Needle for their anniversary.*
44. *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.*
- faint**            \ 'fānt \            adjective            [Has homonym: feint.]  
                                  [no alternate pronunciation(s)]    feeble, dizzy and likely to pass out due to hunger, illness, pain, shock or emotion.  
                                  *Omar felt **faint** when he donated blood at the school’s blood drive.*
45. *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.*
- finish**            \ 'finish \            verb            [Has homonym: Finnish.]  
                                  [no alternate pronunciation(s)]    to arrive at the end of : complete.  
                                  *Julio had to **finish** his homework before he could go outside and play baseball.*
46. **amazed**            \ ə'māzd \            adjective  
                                  [no alternate pronunciation(s)]    filled with wonder : astounded.  
                                  *The astronomy class was **amazed** by the number of stars in the night sky.*
47. *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.*
- scoop**            \ 'sküp \            noun            [Has homonym: scoup.]  
                                  [no alternate pronunciation(s)]    a container or utensil used to hold or remove a liquid or loose materials.  
                                  *Sid had a hard time using the **scoop** to fill a bag full of raisins.*
48. *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.*
- peach**            \ 'pēch \            noun            [Could be confused with beach.]  
                                  [no alternate pronunciation(s)]    a sweet juicy edible fruit which is used as a fresh or cooked fruit, in preserves or dried.  
                                  *Sierra snacked on a perfectly ripe **peach** while walking back from the farmers’ market.*
49. **chimes**            \ 'chīmz \            verb  
                                  [no alternate pronunciation(s)]    makes a musical and harmonious sound, like a bell.  
                                  *When the clock **chimes** midnight, it will be time to go to bed.*

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.*
- twirled**                    \ 'twɜːrld \                    verb    [Could be confused with whirled.]  
    [no alternate pronunciation(s)]    spun quickly.  
    *Constance **twirled** and **twirled** until she got so dizzy she fell to the ground in a heap of laughter.*
51. *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.*
- jangled**                    \ 'jæŋɡəld \                    verb    [Could be confused with jingled.]  
    [no alternate pronunciation(s)]    caused to sound harshly or unpleasantly.  
    *The church bells **jangled** loudly as the clock struck one.*
52. **forgive**                    \ fər'ɡiv \                    verb  
    [ \ fɔːr'ɡiv \ ]                    to stop feeling resentment toward because of a wrong committed.  
    *Friends are more likely to **forgive** each other than siblings.*
53. *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.*
- shoo**                    \ 'shü \                    interjection    [Has homonym: shoe.]  
    [no alternate pronunciation(s)]    — used in scaring away an animal.  
    *Aidan shouted “**Shoo!**” at the charging ram, stopping it in its tracks.*
54. *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.*
- crate**                    \ 'krät \                    noun    [Could be confused with crake, crepe.]  
    [no alternate pronunciation(s)]    a container that is used to transport items.  
    *Demario cut a hole in the side of a shipping **crate** and used it as a doghouse.*
55. **workhorse**                    \ 'wɜːrk.hɔːrs \                    noun  
    [no alternate pronunciation(s)]    a person who performs and takes on a large amount of difficult labor.  
    *Barkha is the **workhorse** of the office because she knows what has to be done and how to get it done.*
56. *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.*
- puppets**                    \ 'pʌpəts \                    plural noun    [Could be confused with poppets.]  
    [no alternate pronunciation(s)]    representations of humans or other living things that are small in scale and are moved and controlled by rod, hand or strings.  
    *The **puppets** delighted most of the children, but they frightened little Ezra.*
57. **billboard**                    \ 'bɪl.bɔːrd \                    noun  
    [no alternate pronunciation(s)]    a large panel mounted on a building or framework near a road that holds outdoor advertising.  
    *The school district advertised its programs by posting a **billboard** showing students engaged in a variety of activities.*
58. **walnut**                    \ 'wɒl(,)nɒt \                    noun  
    [no alternate pronunciation(s)]    an edible nut that comes from a tree of the same name.  
    *The **walnut**, often erroneously referred to as brain food, is one of the most nutritious nuts consumed.*



59. **honest** \ 'änəst \ adjective  
 [no alternate pronunciation(s)] legitimate : truthful.  
*Ethan was shocked to discover that his stockbroker was not the **honest** fellow he seemed to be.*
60. *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.*
- feats** \ 'fēts \ plural noun [Could be confused with feeds.]  
 [no alternate pronunciation(s)] deeds or acts.  
*Some of the **feats** accomplished by stuntmen are impressive.*
61. *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.*
- snarl** \ 'snärl \ noun [Could be confused with snirl.]  
 [no alternate pronunciation(s)] a tangle of something (such as hairs or threads) that is difficult to unravel.  
*Peter's four-year-old daughter's hair always turned into one giant **snarl** after bath time.*
62. *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.*
- loppers** \ 'läpərz \ plural noun [Could be confused with lobbers.]  
 [no alternate pronunciation(s)] shears used for pruning which are about two feet in length.  
*Jayesh grabbed both sets of **loppers** from the garage and took them to get sharpened.*
63. **stubborn** \ 'stəbərən \ adjective  
 [no alternate pronunciation(s)] perversely unyielding in character or quality.  
*Heidi learned that offering her **stubborn** three-year-old child limited choices instead of giving him orders had much better results.*

*This is the recommended starting point for **Upper Elementary 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.*

64. **yoga** \ 'yōgə \ noun  
 [no alternate pronunciation(s)] a group of exercises for achieving well-being and control of mind and body.  
*Clem practices **yoga** three times a week and has seen a great improvement in his flexibility, balance and focus.*
65. *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.*
- buckle** \ 'bəkəl \ verb [Has homonym: buccal.]  
 [no alternate pronunciation(s)] to secure two loose ends of something (such as a belt) with one end having a fastening and the other a catch.  
*With his broken arm in a cast, Todd was forced to ask his mom to **buckle** his belt for him.*
66. **plastic** \ 'plastik \ noun  
 [no alternate pronunciation(s)] any of a large group of materials of high molecular weight that usually contain a synthetic or semisynthetic organic substance, that are molded into objects of all sizes and shapes.  
*Mr. Khan poured the lemonade into the **plastic** pitcher.*

67.	<b>modern</b>	\ 'mädərn \ [no alternate pronunciation(s)]	adjective contemporary : relating to the present time. <i>The computer was one of the greatest <b>modern</b> inventions of the 20th century.</i>
68.	<i>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.</i>		
	<b>middle</b>	\ 'midl \ [no alternate pronunciation(s)]	noun [Has near-homonym: mittle.] the part halfway between two points. <i>Charity divided the dessert down the <b>middle</b> and let her brother choose which half he wanted.</i>
69.	<b>explore</b>	\ ik'splōr \ [ \ ek'splōr \ ]	verb to search or look into. <i>Students <b>explore</b> problems using a variety of creative approaches in Mr. Craven's enrichment class.</i>
70.	<b>mason</b>	\ 'mās'n \ [no alternate pronunciation(s)]	noun a skilled artisan who builds using stone, brick or concrete. <i>The <b>mason</b> said it would take him 7-10 weeks to build the stone patio.</i>
71.	<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>		
	<b>fault</b>	\ 'fōlt \ [no alternate pronunciation(s)]	noun [Could be confused with vault.] responsibility for failure. <i>Ben knew it was his own <b>fault</b> that he missed the bus because he forgot to set his alarm.</i>
72.	<b>perfection</b>	\ pər'fekshən \ [no alternate pronunciation(s)]	noun flawlessness : freedom from defect. <i><b>Perfection</b> is soft-serve swirl ice cream in a sprinkle cone.</i>
73.	<b>police</b>	\ pə'lēs \ [ \ pō'lēs \ ]	noun the department of the government which is concerned with maintaining public order, safety and health, and which has the power to enforce laws. <i>The <b>police</b> helped keep traffic flowing properly after the concert ended.</i>
74.	<b>operator</b>	\ 'äpə.rātər \ [no alternate pronunciation(s)]	noun someone in charge of a telephone switchboard. <i>If you dial zero when calling the bank, the <b>operator</b> can help you find the right department.</i>
75.	<b>oozing</b>	\ 'üziŋ \ [no alternate pronunciation(s)]	verb moving slowly or without notice. <i>The raspberry jelly was <b>oozing</b> out of George's doughnut.</i>
76.	<b>rivalry</b>	\ 'rīvəlrē \ [no alternate pronunciation(s)]	noun competition. <i>The annual spelling bee creates a healthy sense of <b>rivalry</b> in Mr. Reynolds' class.</i>

77.	<b>security</b>	\ si'kyūrətē \ [ \ si'kyərətē \ ]	noun freedom from care, anxiety or fear. <i>When she totes around her well-loved blanket, the toddler clearly feels a great sense of <b>security</b>.</i>
78.	<b>blazer</b>	\ 'blāzər \ [no alternate pronunciation(s)]	noun a single-breasted sports jacket usually with bright stripes or in a solid color that has a notched collar and patch pockets. <i>Asad looked handsome in his dress pants and new <b>blazer</b>.</i>
79.	<b>challenge</b>	\ 'chalənj \ [no alternate pronunciation(s)]	noun a thing which one can devote energy or effort to. <i>The beginning yoga class was more of a <b>challenge</b> than Kabir had expected.</i>
80.	<i>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.</i>		
	<b>series</b>	\ 'sir(,)ēz \ [no alternate pronunciation(s)]	noun [Has homonym: ceres.] a group of three or more things or events succeeding in order and having a relationship to each other. <i>A classical music aficionado, Litsa subscribed to the symphony's summer concert <b>series</b>.</i>
81.	<b>obvious</b>	\ 'äbvēəs \ [no alternate pronunciation(s)]	adjective easily perceived by the mind. <i>It is <b>obvious</b> to all Mary's friends that she has been bitten by the love bug.</i>
82.	<b>starvation</b>	\ stār'vāshən \ [no alternate pronunciation(s)]	noun the instance of suffering from extreme hunger. <i>Food became scarce in the war-torn country, and many people faced <b>starvation</b>.</i>
83.	<b>utensils</b>	\ yū'ten(t)səlz \ [ \ 'yü.ten(t)səlz \ ]	plural noun tools or instruments used in a kitchen. <i>Mindy unloaded the dishwasher and put the <b>utensils</b> away in the drawer.</i>
84.	<b>incident</b>	\ 'in(t)sədənt \ [ \ 'in(t)sədənt \ ]	noun an uncommon happening. <i>Nobody wanted to talk about the unfortunate <b>incident</b> that occurred at the football game.</i>
85.	<b>static</b>	\ 'statik \ [no alternate pronunciation(s)]	adjective stable, stagnant. <i>The gym owner put together a plan to increase the membership rate, which had been <b>static</b> all year.</i>
86.	<b>concentrate</b>	\ 'kän(t)sən.trāt \ [ \ 'kän(t).sen.trāt \ ]	verb to bring all one's powers, faculties or activities to bear. <i>Amiyah knew if she could only <b>concentrate</b> during the biology test, she would pass with flying colors.</i>

87. **expiration** \ˌɛkspəˈrāshən \ noun  
 [\ˌɛk.spɪˈrāshən \] termination, close, extinction.  
*The trial period's impending **expiration** meant that Jules either had to quit using the app or begin paying for it.*
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.*  
**centuries** \ˈsɛnchərēz \ plural noun [Could be confused with sentries.]  
 [no alternate pronunciation(s)] time spans of 100 years.  
*People have been fascinated by castles and their history for **centuries**.*
89. **fearsome** \ˈfɪrsəm \ adjective  
 [no alternate pronunciation(s)] arousing from fright or terror.  
*Orlando spent a **fearsome** night in the woods.*
90. *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.*  
**residence** \ˈrezədən(t)s \ noun [Has homonym: residents.]  
 [\ˈrez.ə.den(t)s \] the place where one lives or has their home.  
*Helen pointed to her **residence** as Bill drove down the street and dropped her off.*
91. **toppled** \ˈtɒpəld \ verb  
 [no alternate pronunciation(s)] tumbled down : fell from top-heaviness.  
*The tower of blocks **toppled** down as Harry removed the wrong piece.*
92. *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.*  
**smudge** \ˈsmɜːʃ \ noun [Could be confused with smouch/smutch.]  
 [no alternate pronunciation(s)] a splotch or smear.  
*Phillip's teacher refused to accept his homework because of the large **smudge** across the answer column.*
93. **diminished** \dɪˈmɪnɪst \ verb  
 [no alternate pronunciation(s)] decreased.  
*As the long winter continued, the pioneers' food supply **diminished**.*
94. **dissolved** \dɪˈzɒlvd \ verb  
 [\dɪˈzɒlvd, dɪˈsɒlvd \] passed into an act by which a solid, liquid or gaseous substance is mixed typically with a liquid.  
*Alistair added sugar to his tea and stirred until it **dissolved**.*
95. **investigation** \ɪnˌvestəˈɡeɪʃən \ noun  
 [no alternate pronunciation(s)] study or research.  
*They conducted a thorough **investigation** into Jerry's background before hiring him.*
96. *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.*  
**accident** \ˈæksədənt \ noun [Could be confused with exedent.]  
 [\ˈæks.ə.dɛnt \] an event that occurs by chance.  
*Mr. Li always says that meeting his wife by bumping into her was the happiest **accident** of his life.*

97. **confused** \kən'fyüzd\ verb  
 [no alternate pronunciation(s)] confounded : failed to distinguish between two or more parties.  
*The kitten was **confused** when he saw his reflection in the mirror.*
98. *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.*  
**loyal** \'lɔiəl\ adjective [Could be confused with Lowell.]  
 [no alternate pronunciation(s)] devoted to a person : faithful.  
*After a very difficult year, Amir was grateful to have learned who his most **loyal** friends were.*
99. **minnow** \'minō\ noun  
 [no alternate pronunciation(s)] a very small fish that can grow up to three inches long and that is common in streams.  
*If not eaten by other fish or caught for bait, the tiny **minnow** can live up to three years.*
100. *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.*  
**shuffle** \'shəfəl\ verb [Could be confused with shovel.]  
 [no alternate pronunciation(s)] to slide the feet back and forth without lifting them.  
*Participants in the dance marathon who merely **shuffle** their feet instead of dancing will be disqualified.*
101. **pruners** \'prünərz\ plural noun  
 [no alternate pronunciation(s)] a tool which is used to remove dead branches or leaves from vegetation.  
*Gertrude's **pruners** were becoming dull and in need of sharpening.*
102. *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.*  
**squawk** \'skwók\ verb [Could be confused with scrawk.]  
 [no alternate pronunciation(s)] to emit a loud harsh cry.  
*The **squawk** of the toucan was almost deafening.*
103. *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.*  
**trowel** \'traüəl\ noun [Could be confused with towel.]  
 [no alternate pronunciation(s)] a hand tool with a blade that is used to apply, spread, shape and smooth any loose material.  
*Joy removed the extra mortar between the bricks with a **trowel**.*
104. **spirit** \'spirət\ noun  
 [no alternate pronunciation(s)] any supernatural being such as an apparition or elf.  
*The realtor told Dolly's family that a mysterious **spirit** was rumored to be living in the basement.*
105. **evidence** \'evədən(t)s\  
 [\'evəden(t)s\] noun  
 something submitted legally to a tribunal as a means of realizing the truth of any alleged matter of fact under investigation before it.  
*The suspect's fingerprints on the murder weapon were sufficient **evidence** for his arrest.*

106.	<b>tactics</b>	\ 'taktiks \ [no alternate pronunciation(s)]	plural noun methods : systems of procedure. <i>Jennifer agreed with Harrison's ideas, but not his <b>tactics</b> for executing them.</i>
107.	<b>sprawl</b>	\ 'sprɒl \ [no alternate pronunciation(s)]	verb to lie or sit with arms and legs stretched out : to spread out. <i>To see all the children <b>sprawl</b> on the ground as they tried to participate in the yoga class was a hilarious sight.</i>
108.	<b>commonplace</b>	\ 'kämən.plās \ [no alternate pronunciation(s)]	noun a comment or remark lacking in originality. <i>The <b>commonplace</b> saying, "a sight for sore eyes," was written by author Jonathan Swift in 1738.</i>
109.	<b>inspector</b>	\ ən'spektər \ [no alternate pronunciation(s)]	noun a police officer ranking below a superintendent. <i>The <b>inspector</b> was tasked with stopping the evil schemes of Dr. Claw and bringing him to justice.</i>
110.	<b>coverage</b>	\ 'kəvərij \ [ \ 'kəvri:j \ ]	noun the amount of reporting given to a news event. <i>Liam was shocked at how little <b>coverage</b> was given to news items from outside the country.</i>
111.	<b>gadgets</b>	\ 'gadjəts \ [no alternate pronunciation(s)]	plural noun typically small devices that are often considered novelties and that are found especially on pieces of machinery. <i>The United States has a relatively high ownership rate of <b>gadgets</b> compared to other countries.</i>
112.	<b>industrial</b>	\ ən'dəstrɪəl \ [no alternate pronunciation(s)]	adjective of or belonging to a department of a craft, business or manufacture. <i>The <b>industrial</b> park contained many businesses and manufacturers.</i>
113.	<b>gratingly</b>	\ 'grātiŋlɪ \ [no alternate pronunciation(s)]	adverb with an irritating or harsh effect or sound. <i>The sound of the fingernails being scraped down the board fell <b>gratingly</b> on our ears.</i>
114.	<i>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.</i>		
	<b>vane</b>	\ 'vān \ [no alternate pronunciation(s)]	noun [Has homonyms: vain, vein.] a movable device used to show the direction of the wind. <i>Atop the barn is a metal weather <b>vane</b> in the form of a rooster.</i>
115.	<b>mutate</b>	\ 'myü.tāt \ [no alternate pronunciation(s)]	verb to undergo a significant alteration. <i>After living in Vermont for a few months, Heather's Texan accent began to <b>mutate</b>.</i>

116.	<b>continental</b>	\.kəntə'nentl \	adjective
		[no alternate pronunciation(s)]	being the portion of the United States located on the continent of North America. <i>By the time he was 13, Rory had visited 45 of the 48 lower <b>continental</b> states.</i>
117.	<b>exhibits</b>	\ig'zibəts \	plural noun
		[ \ eg'zibəts \ ]	exhibitions or displays. <i>The <b>exhibits</b> at the art museum drew people from all over the state.</i>
118.	<b>turbulent</b>	\'tərbyələnt \	adjective
		[no alternate pronunciation(s)]	tempestuous or stormy. <i>Faith's stomach turned as the jetliner she was flying on went straight through some <b>turbulent</b> air.</i>
119.	<b>episode</b>	\'epə.sōd \	noun
		[ \ 'epə.zōd \ ]	a part of a television or radio serial presented in one period. <i>The ending of each <b>episode</b> of the soap opera left people eager to see the next <b>episode</b>.</i>
120.	<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>		
	<b>insubstantial</b>	\.ɪnsəb'stʌn(t)ʃəl \	adjective [Could be confused with unsubstantial.]
		[no alternate pronunciation(s)]	imaginary : lacking substance. <i>The <b>insubstantial</b> evidence gathered at the crime scene did not help point to a suspect.</i>
121.	<b>momentous</b>	\mō'mentəs \	adjective
		[ \ mə'mentəs \ ]	weighty : of great importance. <i>Rosa Parks' refusal to go to the back of the bus was a <b>momentous</b> event in the Civil Rights Movement.</i>
122.	<b>scoundrel</b>	\'skaʊndrəl \	noun
		[no alternate pronunciation(s)]	a bold selfish person who is equipped with low ethical standards. <i>The actor said that he enjoyed playing a feisty, unscrupulous <b>scoundrel</b> in the movie.</i>
123.	<b>tapestry</b>	\'təpəstrē \	noun
		[no alternate pronunciation(s)]	a heavy textile woven by hand used for hangings or curtains. <i>Tillie was surprised to learn that the vibrant colors in the <b>tapestry</b> were produced hundreds of years ago from plant dyes.</i>
124.	<b>entity</b>	\'entətē \	noun
		[no alternate pronunciation(s)]	something that has an objective or physical reality and distinct character. <i>Jill was occupied with thoughts of her bed, which she considered to be her favorite <b>entity</b>.</i>
125.	<b>commotion</b>	\kə'mōʃən \	noun
		[no alternate pronunciation(s)]	noisy confusion. <i>Arthur couldn't hear Etienne over the <b>commotion</b> in the hallway.</i>

126. **cottage** \ 'kätij \ noun  
 [no alternate pronunciation(s)] a small house typically used in the summer.  
*Jazmyne's family visited their **cottage** near Lake Erie every summer in July.*
127. *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.*
- gnaw** \ 'nó \ verb [Could be confused with nah.]  
 [no alternate pronunciation(s)] to bite or chew on with the teeth.  
*Carlo gave his puppy a bone to **gnaw** so it would stop chewing the furniture.*
128. *The following word has two correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.*
- caroling or carolling** \ 'karəliŋ \ verb  
 [no alternate pronunciation(s)] traveling outside in a group to sing Christmas songs on Christmas Eve.  
*Ellie and her friends always enjoy **caroling** on Christmas Eve.*
129. **chestnut** \ 'chest.nət \ noun  
 [no alternate pronunciation(s)] any of a genus of deciduous trees or shrubs native to temperate regions of the northern hemisphere that have a fruit consisting of a single nut.  
*Bridget recognized the tree as a **chestnut** because it had a furrowed trunk that reminded her of twisted cables.*
130. **plaid** \ 'plad \ adjective  
 [no alternate pronunciation(s)] having a cross-barred multicolored pattern.  
*Eloise bought a new **plaid** comforter for her bed.*
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.*
- gabled** \ 'gābəld \ adjective [Has near-homonym: cabled.]  
 [no alternate pronunciation(s)] furnished with the vertical triangular portion of the end of a building.  
*Houses with steeply pitched **gabled** roofs are typical in parts of the world with heavy snowfall.*
132. *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.*
- The following word has two correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.*
- somber or sombre** \ 'sämber \ adjective [Has homonym: sambar.]  
 [no alternate pronunciation(s)] dejected in appearance or mood : gloomy.  
*Nancy couldn't hide her **somber** mood the morning after her team lost the championship game.*
133. **joists** \ 'jöists \ plural noun  
 [no alternate pronunciation(s)] small timbers or iron or steel beams that are arranged in a parallel fashion stretching from wall to wall in a building.  
*To ensure the building will stand for another 100 years, the rotting **joists** need to be replaced.*



134. *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.*
- wily**                    \ 'wīlē \                    adjective                    [Could be confused with whilie/whiley.]  
[no alternate pronunciation(s)]                    crafty : full of deceitful cunning.  
*Always unpredictable, Maxime is as sweet as he is wily.*
135. **transparencies**                    \ tranz'parən(t)sēz \                    plural noun  
[ \ tran(t)'sparən(t)sēz \ ]                    matters for displaying which are made on glass, thin cloth, paper or film and which are viewed by the help of light shining through the matter.  
*Flynn’s grandmother excitedly took out and set up **transparencies** of her vacation as a little girl to Hoover Dam.*
136. **Antarctic**                    \ ant'ärktik \                    adjective  
[ \ ant'ärtik \ ]                    relating to the South Pole or the region surrounding it.  
*Amiyah’s stamp collection included a complete collection of the stamps of the French **Antarctic** Territory.*
137. **transit**                    \ 'tran(t)sät \                    noun  
[ \ 'tranzät \ ]                    the public transportation of people by bus, subway train or other local system of conveyance.  
*A.J. couldn’t decide whether to drive downtown or take public **transit**.*
138. *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.*
- appetite**                    \ 'apətīt \                    noun                    [Has homonym: apatite.]  
[no alternate pronunciation(s)]                    the desire to eat when food is available.  
*The smell of apple pie baking in the oven whetted Gevonte’s **appetite**.*
139. **calmed**                    \ 'kälmd \                    verb  
[ \ 'kämd, 'kölmd, 'kamd \ ]                    made peaceful : induced quiet and peace in place of agitation or passion.  
*It was impossible to get the dog **calmed** down during the storm.*
140. **dinosaur**                    \ 'dīnəsór \                    noun  
[no alternate pronunciation(s)]                    a member of a group of extinct reptiles.  
*The velociraptor was Aiko’s favorite **dinosaur**.*
141. **ancient**                    \ 'ān(t)shənt \                    adjective  
[ \ 'āŋ(k)shənt \ ]                    existing from a long ago period or date.  
*Molly wants to go visit the **ancient** Mayan ruins in Belize.*
142. **surmised**                    \ sər'mīzd \                    verb  
[no alternate pronunciation(s)]                    guessed : formed an opinion without substantial proof or certain knowledge.  
*Dia **surmised** that it was bedtime by how dark it had become outside.*
143. **perpetual**                    \ pər'pechəwəl \                    adjective  
[no alternate pronunciation(s)]                    constant or indefinitely.  
*Tonia finds cat videos online to be a **perpetual** source of amusement.*



152. **Harlem** \ 'härləm \ geographical entry  
 [no alternate pronunciation(s)] section of New York City in northern Manhattan that was a center of African American culture in the 1920s.  
*Originally a Dutch village, **Harlem** was formally organized in 1658 and named after a village in the Netherlands.*
153. *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.*  
**assistance** \ ə'sistən(t)s \ noun [Has homonym: plural noun assistants.]  
 [no alternate pronunciation(s)] aid given to the needy, usually in monetary form.  
*Mia was excited to learn that several colleges were willing to offer her financial **assistance**.*
154. *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.*  
**menthol** \ 'men.thəl \ noun [Has near-homonym: menthyl.]  
 [ \ 'men.thəl \ ] an alcohol that occurs naturally in peppermint oil and Japanese mint oil and can be made artificially.  
***Menthol** is used in medicines to relieve pain, itching and nasal congestion, and it can also be used as a flavoring.*
155. **autographs** \ 'ötəgrəfs \ plural noun  
 [no alternate pronunciation(s)] handwritten signatures.  
*Désirée had a collection of **autographs** from all the performers she’d seen in concert.*
156. **constellation** \ .kän(t)stə'lāshən \ noun  
 [no alternate pronunciation(s)] any of the 88 configurations of stars.  
*Rani found it difficult to see a scale in the **constellation** Libra.*
157. **junction** \ 'jəŋ(k)chər \ noun  
 [no alternate pronunciation(s)] a seam or joint.  
*Welding the two steel plates together created a raised ridge at their **junction**.*
158. *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.*  
**rabble-rouser** \ 'rabəl.raüzər \ noun  
 [no alternate pronunciation(s)] a person who stirs up the masses of the people (such as to violence or hatred).  
*Jackson was accused of being a **rabble-rouser** for encouraging his classmates to start a food fight in the cafeteria when there weren’t enough tater tots.*
159. **chisel** \ 'chizəl \ noun  
 [no alternate pronunciation(s)] a tool consisting of a metal bar with a sharpened edge at one end used for working on the surface of materials by chipping or carving.  
*With **chisel** and mallet, Fred started shaping the block of wood into a toy.*

160. *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.*
- garnet**                    \ 'gärnət \                    noun    [Has homonym: garnett.]  
                                  [no alternate pronunciation(s)]    a brittle material which is typically red in color and occurs mainly in crystals.  
                                  *Arabella asked the jeweler to suggest a setting for the **garnet** she inherited from her great-aunt.*
161. **prudence**            \ 'prüd`n(t)s \                noun  
                                  [no alternate pronunciation(s)]    wisdom shown in the exercise of self-control and reason.  
                                  *Even after she was proved right, Idina had the **prudence** not to tell her brother, “I told you so.”*
162. *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.*
- pelican**                    \ 'peləkən \                noun    [Could be confused with proper name Pelikan.]  
                                  [no alternate pronunciation(s)]    a large web-footed bird with long wings and a very large bill having a throat pouch in which it catches fish.  
                                  *The boys enjoyed watching the **pelican** dive for fish.*
163. *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.*
- Angus**                    \ 'angəs \                    noun    [Could be confused with Angus.]  
                                  [no alternate pronunciation(s)]    any of a breed of hornless black or red beef cattle originally from Scotland.  
                                  *Black **Angus**, which originated in Scotland, is the most common breed of beef cattle in the United States.*
164. **untoward**            \ ən'tōərd \                adjective  
                                  [ \ ən'tōrd, ,əntə'wōrd \ ]    unfortunate or unlucky.  
                                  *Liesl decided to cut her losses and go home before anything really **untoward** happened.*
165. **Nepal**                    \ nə'pəl \                    geographical entry  
                                  [ \ nā'pəl, nə'päl, nə'pal \ ]    landlocked country in Asia in the Himalayas on the northeast border of India.  
                                  *Mount Everest, located on the border between **Nepal** and Tibet, is part of the Himalayas.*
166. **molars**                \ 'mōlərz \                plural noun  
                                  [no alternate pronunciation(s)]    teeth which are adapted for grinding due to having rounded or flattened surfaces.  
                                  *Sheila’s **molars** finally grew into her mouth on her fifth birthday.*
167. *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.*
- barograph**                \ 'barəgraf \                noun    [Could be confused with paragraph.]  
                                  [no alternate pronunciation(s)]    an automatic instrument which is used to record variations in atmospheric pressure.  
                                  *The weather station in Antarctica was supplied with a thermometer, a weather vane and a **barograph**.*



*This is the recommended starting point for **Middle School 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. **hesitate** \ 'hezətāt \ verb  
[no alternate pronunciation(s)] to delay or pause typically for a moment.  
*Norma did not **hesitate** to start talking about books because she loved to read.*
177. **denouncement** \ də'naün(t)smənt \ noun  
[ \ də'naün(t)smənt \ ] the act of making known or declaring someone such as a culprit to people in command.  
*During the Revolution, punishment included public **denouncement**, exile or execution.*
178. **squadron** \ 'skwädrən \ noun  
[ \ 'skwódrən \ ] a division of organization in the military.  
*Salvatore's **squadron** remained unscathed throughout the war.*
179. **atmospheric** \ ,atmə'sfirik \ adjective  
[ \ ,atmə'sferik \ ] relating to the entire mass of air that surrounds Earth.  
*Only two elements are known to be liquid under **atmospheric** conditions: mercury and bromine.*
180. *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.*  
**coincidence** \ kō'in(t)sədən(t)s \ noun [Has homonym: plural noun coincidents.]  
[ \ kō'in(t)səden(t)s \ ] the conjunction of circumstances or events significant to one another but that have no obvious causal connection.  
*By **coincidence**, Mary and her mother bought identical pairs of shoes.*
181. **anagrams** \ 'anə,gramz \ plural noun  
[no alternate pronunciation(s)] phrases or words that are created from the letters of other words or phrases.  
*Dormitory and dirty room are **anagrams**.*
182. **ignoble** \ ig'nōbəl \ adjective  
[no alternate pronunciation(s)] despicable.  
*Someone snapped a picture of the pop quiz and posted it online for the **ignoble** purpose of cheating.*
183. **smelters** \ 'smeltərz \ plural noun  
[no alternate pronunciation(s)] furnace operators who fuse or melt ore often with an accompanying chemical change typically to separate the metal.  
***Smelters** must wear protective gear when melting and fusing metal ore.*
184. **parachuted** \ 'parə,shütəd \ verb  
[no alternate pronunciation(s)] descended by means of a folding umbrella-shaped device made of light fabric that is used to slow the speed of the person or thing attached to it.  
*The soldiers who **parachuted** into Normandy during World War II were known as paratroopers.*

185.	<b>suffused</b>	\ sə'fyüzd \ [no alternate pronunciation(s)]	verb flushed, filled. <i>The lighting designer <b>suffused</b> the stage with warm light as the actors walked out to take their bows.</i>
186.	<b>emphatic</b>	\ êm'fatik \ [ \ êm'fatik \ ]	adjective commanding attention by insistence or prominence. <i>Katie's father was <b>emphatic</b> when he told her not to come home past curfew again.</i>
187.	<b>palindrome</b>	\ 'palən.drôm \ [no alternate pronunciation(s)]	noun a word or sentence that reads the same both forwards and backwards. <i>Ada struggled to contrive a <b>palindrome</b> centered around her own name.</i>
188.	<b>reluctant</b>	\ ri'læktənt \ [no alternate pronunciation(s)]	adjective unwilling. <i>Ralph's parents were <b>reluctant</b> to get him a BB gun.</i>
189.	<b>proclamation</b>	\ ,præklə'māshən \ [no alternate pronunciation(s)]	noun an official formal public announcement. <i>Although President Reagan's <b>proclamation</b> declaring July of 1984 "National Ice Cream Month" only officially referenced that one particular month, the celebrations each July have continued.</i>
190.	<b>intriguing</b>	\ ên'trēgiŋ \ [ \ 'in.trēgiŋ \ ]	adjective fascinating. <i>Jonathan opined that science fiction is the most <b>intriguing</b> literary genre.</i>
191.	<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>		
	<b>incomprehensible</b>	\ .in.kämpri'hən(t)səbəl \ [ \ .in.kämprē'hən(t)səbəl \ ]	adjective [Could be confused with uncomprehensible.] existing beyond the reach of the human mind. <i>Every civilization tries to penetrate the <b>incomprehensible</b> mysteries of creation.</i>
192.	<b>precariously</b>	\ pri'kerēəslē \ [no alternate pronunciation(s)]	adverb in a manner marked by a lack of stability or security. <i>The server had four dishes and four beverages balanced <b>precariously</b> on a single tray.</i>
193.	<b>tumultuous</b>	\ tü'məlchəwəs \ [ \ tyü'məlchəwəs \ ]	adjective marked by overwhelming or violent commotion, turbulence or radical change. <i>The railroad struggled to repair damages after a year of <b>tumultuous</b> mudslides and washouts.</i>
194.	<b>halogens</b>	\ 'haləjənz \ [ \ 'halə,jenz \ ]	plural noun the five elements (fluorine, chlorine, bromine, iodine and astatine) that form group VII A of the periodic table. <i><b>Halogens</b> are responsible for the saltiness of the ocean.</i>

195. **calamitous** \ kə'lamətəs \ adjective  
 [no alternate pronunciation(s)] marked by disaster.  
*Dean tried to forget the **calamitous** events of the day and get some much-needed sleep.*
196. *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.*  
**fixity** \ 'fiksətē \ noun [Could be confused with fixedly.]  
 [no alternate pronunciation(s)] the state or quality of being stable or not subject to change or fluctuation.  
*In the 1700s, a French naturalist was one of the first to question the **fixity** of species.*
197. **culminate** \ 'kəlmə.nāt \ verb  
 [no alternate pronunciation(s)] to reach a decisive point.  
*Mr. Thompson explained that the semester would **culminate** in a research project and a 15-minute presentation.*
198. *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.*  
**asparagus** \ ə'sparəgəs \ noun [Could be confused with archaic variant sparagus, dialectal variants sparagrass, sparrowgrass.]  
 [no alternate pronunciation(s)] a plant that is widely grown for its edible and tender young shoots.  
*Camden served roasted **asparagus** and fried chicken to his guests.*
199. **badminton** \ 'bad.mit'n \ noun  
 [ \ 'bad.mint'n \ ] a game played on a court by two or four people who use rackets to volley a shuttlecock over a net.  
*After lunch, Eli suggested a competitive game of **badminton**.*
200. *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.*  
*The following word has two correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.*  
**guerrilla or guerilla** \ gə'rilə \ noun [Has homonym: gorilla]  
 [ \ ge'rilə, gyi'rilə \ ] a member of an independent band engaged in plundering, violent wartime military expeditions.  
*When the **guerrilla** was captured, he was taken in for questioning.*
201. **steeplechasing** \ 'stēpəl.chāsɪŋ \ noun  
 [no alternate pronunciation(s)] the sport of horse riding in races which involve jumping over barriers.  
***Steeplechasing** is a thrilling sport, though it can be dangerous for both the rider and the horse.*
202. **colossal** \ kə'lāsəl \ adjective  
 [no alternate pronunciation(s)] characterized by extreme bulk, force, power or strength.  
*The new stadium is a **colossal** building seating about a hundred thousand people.*



203. **Madagascar** \.madə'gaskər\  
[ \.madə'gaskär\  
geographical entry  
an island in the western Indian Ocean off southeastern Africa that is known for its unique flora and fauna.  
*With over 103 different living species, lemurs are exclusive to the island of **Madagascar**.*
204. **sojourner** \'sɔːjərnər\  
[no alternate pronunciation(s)]  
noun  
a person who stays somewhere as a temporary resident.  
*Even though he had lived there for 25 years, Russell knew he was regarded as a **sojourner** by the neighbors.*
205. **tartaric** \tär'tarik\  
[no alternate pronunciation(s)]  
adjective  
relating to or derived from a substance containing a white crystalline salt and yeast or a type of acid obtained from that substance.  
*Grapes are the fruit with the highest concentration of **tartaric acid**.*
206. *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.*
- bantam** \'bantəm\  
[no alternate pronunciation(s)]  
adjective [Could be confused with phantom.]  
small.  
*Accustomed to **bantam** automobiles in Europe, Jacqui regards most American cars as too large and unwieldy.*
207. *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.*
- palsy** \'pɒlzē\  
[no alternate pronunciation(s)]  
noun [Has near-homonym: policy.]  
partial or complete loss of motion or sensation in any part of the body.  
*Bell's **palsy** is a form of facial paralysis caused by cranial nerve dysfunction.*
208. *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.*  
*The following word has two correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.*
- synesthesia or  
synaesthesia** \.sinəs'thēzhə\  
[ \.sinəs'thēzhə\  
noun [Could be confused with coenesthesia.]  
a subjective image or sensation of a sense (such as a color) different from the one (such as a sound) that is being stimulated.  
*In the U.S., women have been shown through studies to be three times as likely as men to have **synesthesia**.*
209. **Apollo** \ə'pɑː(ɪ)lɔː\  
[no alternate pronunciation(s)]  
noun  
a young man of graceful beauty.  
*Tony Mullane, a pitcher for the Cincinnati Reds in the late 1800s, was so handsome he was known as the "**Apollo** of the Box."*
210. **playwright** \'plɑːrɪt\  
[no alternate pronunciation(s)]  
noun  
a person who writes a composition arranged for enactment by actors, intended to tell a story through the actions and usually dialogue of the actors.  
*The **playwright** based his drama in part on the struggles between gangs in the city.*

211.	<b>currycomb</b>	\ 'kərē.kōm \ [no alternate pronunciation(s)]	noun a grooming tool for horses that has rows of serrated ridges or metallic teeth. <i>A <b>currycomb</b> is generally too harsh to be used on the legs or head of a horse.</i>
212.	<b>laryngitis</b>	\ ,lārən'jītəs \ [no alternate pronunciation(s)]	noun inflammation of the vocal cords. <i>A case of <b>laryngitis</b> prevented Rana from giving her talk at the gallery opening.</i>
213.	<b>Haitian</b>	\ 'hāshən \ [ \ 'hātēən \ ]	adjective relating to the people of Haiti or the island itself. <i>Fabienne is extremely proud of his <b>Haitian</b> heritage.</i>
214.	<b>lacrosse</b>	\ lə'krōs \ [ \ lə'kräs \ ]	noun a game played with two teams of ten players each with each player using a long-handled stick to catch and throw a ball, and with the object being to throw the ball into the opponents' goal. <i>Curious about <b>lacrosse</b>, Pamela signed up for an intramural team.</i>
215.	<b>satsuma</b>	\ sat'sümə \ [ \ 'satsəmə \ ]	noun a cultivated mandarin tree producing seedless fruit. <i>To produce fruit, the <b>satsuma</b> needs many hours of sunshine.</i>
216.	<i>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.</i>		
	<b>Geiger</b>	\ 'gīgər \ [no alternate pronunciation(s)]	noun [Has near-homonym: geige.] a tool which consists of a gas-filled counting tube whose purpose is to detect the presence of cosmic rays or radioactive substances. <i>The scientist used a <b>Geiger</b> to detect radiation levels around the destroyed nuclear power plant.</i>
217.	<b>Himalayan</b>	\ ,himə'lāən \ [ \ hi'mälēən \ ]	noun a breed of domestic cats. <i>A <b>Himalayan</b> won "Best of Show" in the local cat competition this winter.</i>
218.	<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>		
	<b>kurta</b>	\ 'kərtə \ [ \ 'kürtä \ ]	noun [Could be confused with kurti (not in Merriam-Webster Unabridged). Has uncommon variant not in Merriam-Webster Unabridged: khurta.] a long, loosely fitting shirt without a collar that originated in India. <i>Prakash wore a hand-embroidered <b>kurta</b> to the party.</i>
219.	<b>Sinai</b>	\ 'sī.nī \ [ \ 'sīnē.ī \ ]	geographical entry a peninsula in northeastern Egypt between the Red Sea and the Mediterranean that forms an extension of the continent of Asia. <i>The <b>Sinai</b> peninsula is the sole part of Egyptian territory that lies in Asia.</i>

220. *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.*
- gannet**                    \ 'ganət \                    noun    [Could be confused with gamut.]  
                                  [no alternate pronunciation(s)]    any of several large web-footed sea birds.  
                                  *The **gannet** is Scotland’s largest seabird.*
221. **Connemara**            \ .kənə'märə \                geographical entry  
                                  [no alternate pronunciation(s)]    a district in Ireland located in western Galway.  
                                  ***Connemara** is one of a few remaining strongholds of the Irish Gaelic language in Ireland.*
222. *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.*
- brevet**                    \ bri'vet \                    noun    [Has near-homonym: brevit.]  
                                  [ \ 'brevit \ ]                    a document which grants a privilege or title on behalf of the government.  
                                  *Dominic found a **brevet** signed by President Fillmore among his grandfather’s papers.*
223. **argyria**                \ är'jirēə \                    noun  
                                  [no alternate pronunciation(s)]    permanent dark skin discoloration caused by absorption after overuse of medicinal silver preparations.  
                                  *The patient’s complexion turned a dull gray as his **argyria** progressed.*
224. *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.*
- xylyl**                    \ ziləl \                    noun    [Has near-homonym: xylol.]  
                                  [no alternate pronunciation(s)]    any of several isomeric radicals each with a valence of one that is derived from the three xylenes by the removal of a hydrogen atom.  
                                  ***Xylyl** bromide was previously used as a form of tear gas during World War I.*
225. **hydrargyrum**        \ hī'drärjərəm \              noun  
                                  [no alternate pronunciation(s)]    the element mercury.  
                                  *The **hydrargyrum** rose in the thermometer as the temperature climbed.*

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

**Pronouncer, please read the following to your spellers:**

“Spellers, we have reached the portion of the competition where we are moving into a different section of the list. The words leading up to now were studied as part of the School Spelling Bee Study List. The source for the remaining rounds will be Merriam-Webster Unabridged. Although the next section of words might sound less difficult, you have not had the opportunity to study this list of words prior to today’s competition.”

226.	<b>boggle</b>	\ 'bägəl \ [no alternate pronunciation(s)]	verb to be startled (as with amazement or surprise) : be overwhelmed : be set reeling. <i>Maurice was determined to <b>boggle</b> the mind of everyone who attended his magic show.</i>
227.	<b>masher</b>	\ 'mashər \ [no alternate pronunciation(s)]	noun a kitchen utensil for crushing food to a soft, pulpy consistency. <i>Deion used a potato <b>masher</b> on the boiled potatoes before mixing in butter, milk and seasonings.</i>
228.	<b>demand</b>	\ də'mand \ [ \ dē'mand \ ]	noun something that is asked for with authority, especially by right or as due. <i>Trina was fine with her dad picking the restaurant for dinner, but she had one <b>demand</b>: they had better celebrate Taco Tuesday.</i>
229.	<b>custom</b>	\ 'kəstəm \ [no alternate pronunciation(s)]	noun a usage or practice that is common to many or to a particular place or class or is habitual with an individual. <i>It is Sarah's <b>custom</b> to drink one cup of coffee before she has her breakfast each morning.</i>
230.	<b>afford</b>	\ ə'förd \ [no alternate pronunciation(s)]	verb to manage to pay for or incur the cost of. <i>After saving for two years, Jaya was thrilled to finally be able to <b>afford</b> her dream vacation to Thailand.</i>
231.	<b>disrupt</b>	\ däs'rəpt \ [no alternate pronunciation(s)]	verb to throw into turmoil. <i>Ms. Jackson warned that anyone who tried to <b>disrupt</b> the class would end up in detention.</i>
232.	<b>increase</b>	\ in'krēs \ [no alternate pronunciation(s)]	verb to become greater in some respect (as in size, quantity, number, degree, value, intensity, power, authority, reputation or wealth). <i>In order to meet its financial goals, the company will need to <b>increase</b> profits by five percent in the next three months.</i>
233.	<b>resource</b>	\ 'rē.sòrs \ [ \ 'rē.zòrs, ri'sòrs, ri'zòrs \ ]	noun a new or a reserve source of supply or support : something in reserve or ready if needed. <i>Before she began her new business venture, Tanesha made sure she had every necessary <b>resource</b> in place.</i>

234. 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.
- lightning**                    \ 'lɪtnɪŋ \                    noun    [Has near-homonym: lightening.]  
    [no alternate pronunciation(s)]    the flashing of light produced by a discharge of atmospheric electricity from one cloud to another or from a cloud to the earth; also : the discharge itself.  
    *The meteorologist said that each bolt of **lightning** carries about one million volts of electricity.*
235. **rural**                    \ 'rʊərəl \                    adjective  
    [ \ 'rərəl \ ]                    of, relating to, associated with or typical of the country.  
    *Kevin has always resided in the city and knows little about the **rural** way of life.*
236. **quarterly**                \ 'kwɔːrtərli \                adverb  
    [no alternate pronunciation(s)]    at three-month intervals.  
    *The newsletter for the music club is published **quarterly**.*
237. **tenseness**                \ 'ten(t)snəs \                noun  
    [no alternate pronunciation(s)]    the quality or state of being stretched tight.  
    *As the starting time for the race got closer, Jun felt his **tenseness** increase.*
238. **policy**                    \ 'päləsē \                    noun  
    [no alternate pronunciation(s)]    a definite course or method of action selected (as by a government, institution, group or individual) to guide and usually determine present and future decisions.  
    *The school’s **policy** allows students who arrive early to study quietly in the media center.*
239. **futurist**                    \ 'fyüchərəst \                noun  
    [no alternate pronunciation(s)]    one who studies and predicts the future especially on the basis of current trends.  
    *The company hired a **futurist** to track global trends and make recommendations on how to stay at the cutting edge of the industry.*
240. **external**                    \ ek'stərnəl \                adjective  
    [ \ ik'stərnəl \ ]                of, relating to or consisting in outward form, appearance or action.  
    *The saying “don’t judge a book by its cover” is a common reminder not to give too much credit to **external** appearances.*
241. **intervene**                \ .ɪntər'veɪn \                verb  
    [no alternate pronunciation(s)]    to come in or between by way of hindrance or modification.  
    *Mrs. Singh had to **intervene** when it became apparent that the students’ squabble would not resolve itself.*
242. 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.
- department**                    \ də'pɑːrtmənt \                noun    [Could be confused with deportment.]  
    [ \ də'pɑːrtmənt \ ]                a discrete territorial or functional division or section of a larger organized or systematized whole.  
    *The store clerk announced that there was a flash sale in the electronics **department**.*

243.	<b>signify</b>	\ 'sɪgnəˌfi \ [no alternate pronunciation(s)]	verb to mean or denote.  <i>Charlie's excellent spelling and grammar <b>signify</b> to his teacher the care he took in writing and reviewing his essay.</i>
244.	<b>migratory</b>	\ 'mɪgrəˌtɔːrɪ \ [no alternate pronunciation(s)]	adjective marked by periodic movement from one region or climate to another.  <i>The <b>migratory</b> monarch butterflies travel long distances southward in the fall, and those that survive return in the spring.</i>
245.	<b>accountant</b>	\ əˈkaʊntənt \ [no alternate pronunciation(s)]	noun one who is skilled in the practice of recording business and financial transactions and analyzing, verifying and reporting the results.  <i>Rhonda hired an <b>accountant</b> to help her navigate the new tax laws.</i>
246.	<b>controversy</b>	\ ˈkɒntrəˌvɜːrsɪ \ [ no alternate pronunciation(s); nonstandard pron(s): \ kənˈtrɛvərsi \ ]	noun a difference marked especially by the expression of opposing views : a dispute.  <i>The <b>controversy</b> embroiling the public school principal and the editor of the school newspaper was about First Amendment rights.</i>
247.	<b>masquerade</b>	\ ˌmæskəˈræd \ [no alternate pronunciation(s)]	noun a social gathering of people wearing covers over their faces and often fantastic costumes especially to impersonate characters from history or legend.  <i>Amani wore a peacock-themed ball gown and a feathered mask to the <b>masquerade</b>.</i>
248.	<b>millionaire</b>	\ ˈmɪljəˌner \ [no alternate pronunciation(s)]	noun one whose wealth is estimated at a million or millions (as of dollars).  <i>Tommy lamented that if his allowance remained at 50 cents per week, he'd never become a <b>millionaire</b> by the time he reached eighth grade.</i>
249.	<b>grocery</b>	\ ˌgrɒsəˈtɪrɪə \ [no alternate pronunciation(s)]	noun a self-service store that stocks staple foodstuffs and usually meats and other foods and many household supplies.  <i>Patrice bought four lemons at the <b>grocery</b>.</i>
250.	<b>astronautical</b>	\ ˌæstrəˈnɒtəkəl \ [ \ ˌæstrəˈnætəkəl \ ]	adjective of or belonging to the science that treats of the construction and operation of vehicles designed to travel in interplanetary or interstellar space.  <i>The department of <b>astronautical</b> sciences won a grant to further its research on the ionosphere and magnetosphere.</i>

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