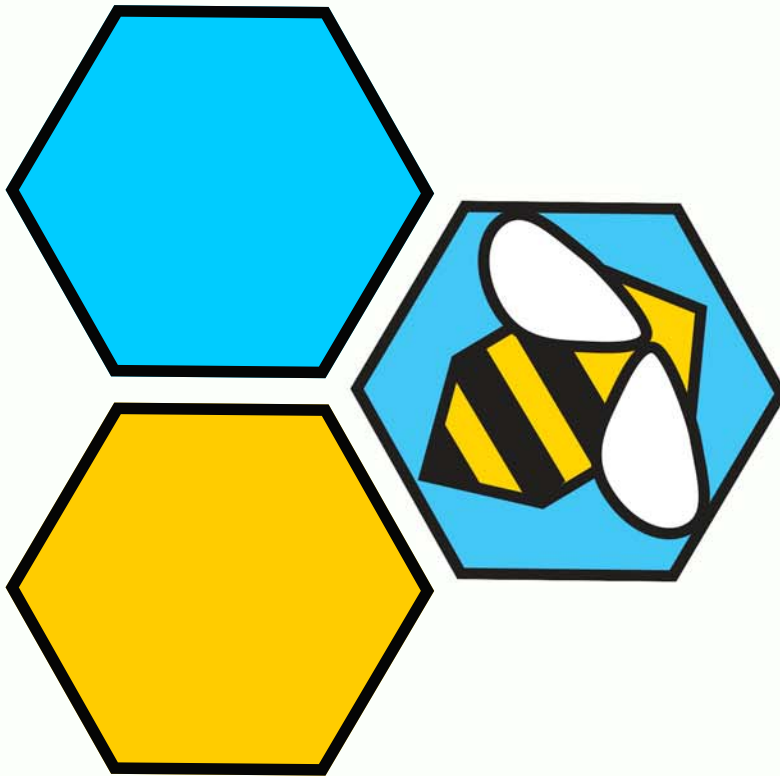


Natalie's Spelling Bee Organizer

2018-19 *Spell It!* List




AISA

For the Alabama Independent School Association

 hexco

Scrrips has switched from the printed version of Webster's Third New International © 2002 to their online version of of their dictionary at <http://unabridged.merriam-webster.com/unabridged/> . About 30+% of the words in this list were changed to reflect the pronunciation, part of speech, capitalization, alternate spellings, etc. that are acceptable to this Merriam-Webster Unabridged online version.

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This *Spelling Bee Organizer* is produced annually for bees that want to select their own words from the full collection of Spell It words. This is the 33rd annual edition of *Organizers* produced for conducting first-class bees in schools. This is the 34th year for some of our various products.

We are all spellers, and this product resulted from a suggestion by my fourth-grade teacher who wished to have the words in a sequence of difficulty with more information than we provided in the **Supplement** in order to conduct a better bee with less effort. We've improved the product along the way, and we know you will be pleased with the latest features.

Every word has been researched for inclusion in this volume. Some of these sentences are quite slow to write, as those of you know who formerly prepared for bees without our products. We're proud to present so many hours of dictionary work, for such an affordable price.

My sisters and I have long since retired from spelling competition. We have each been fortunate to have spelled at The National Bee. This past year, over half of all participants used one or more of Hexco's products in studying for their bees. In 2017, the 20th champion in a row at the National Spelling Bee Champions used Hexco products in preparation.

Thank you for your continued support! My sisters and I are the entrepreneurs* in this publishing venture. Valerie graduated from the University of Texas in Austin with an MBA and is married with an 9-year-old daughter, Claire, and a 6-year-old son, Taylor, and working in Houston. I graduated from Baylor Medical School in Houston, Texas, am currently a pediatrician in Austin, Texas, with a 7-year-old daughter, Cora. Huntley graduated with an MBA from Harvard and is working in Austin.

Spelling has been good for us in a multitude of ways. Our spelling "memory muscles" and techniques have also been helpful with later study of other masses of information for the SAT and in the science fields.

Thanks again, and the best of luck with your bee.

Natalie

Natalie Tarrant, MD

* <AHN.truh.puh.nuhrz>+ n those beginning a business and assuming financial risk

Natalie's Spelling Bee Organizer

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Directions for Use

Preparation Before Your Bee:

Select the words. Select words from all of the words in this book prior to your bee. If you have judges, be sure that they have a list with words marked for your bee.

Purchase a counter bell. This is an ideal way to signal that a student has missed his or her word without having someone explain over and over, "Wrong, the correct spelling is..." (Our Spelling Bee Sponsor Bundle on our website includes this type bell along with *Organizers*, certificates, and awards for winners.)

Highlight the word list. To make your bee unique, use a colored marker to highlight the words you intend to use in the *Organizer* volume. In making your selection, you may take advantage of the difficulty sequencing. Preparation is not time-consuming using this product, but you should allow your pronouncer to rehearse the selections ahead of time to become familiar with pronunciations, phonetic key, and perhaps definitions.

Conducting Your Bee:

Having all the information readily available that is in the *Organizers* marks your bee as professional. For any questions that are beyond this scope, have a computer on hand with a subscription to the Merriam-Webster Unabridged online dictionary at <http://unabridged.merriam-webster.com/unabridged/>. This is now the official reference for the Scripps spelling bees, not the printed dictionary, Webster's Third New International, © 1993 that has been used prior to the 2016-2017 competitions.

1. Read the word's first pronunciation, referring to the phonetic key at the bottom of each page when necessary. If a word is apt to be confused with another word or homophone or if a pronouncer simply wants to make the spelling bee a friendlier event, giving a definition is often appropriate.
2. If a speller asks for part(s) of speech or definition, these should be read.
3. A carefully researched sentence, often with context clues, is provided for those spellers asking that their word be used in a sentence.
4. If a speller asks for language of origin, this should be given in abbreviated form, as "Latin from Greek."
5. If a speller asks for any alternate pronunciations, these may be read from those provided. There are up to four alternate pronunciations for each word. Each is derived from the Merriam-Webster Unabridged online dictionary and is spelled phonetically in its entirety for convenience..
6. If questions arise over a particular word, consult the online dictionary as the final authority.

General:

We have arranged words in a random or difficulty sequence within groups identified as Beginning, Intermediate, and Advanced level words, and some weighting is given to length of word in this order.

The intent is to give spellers words of similar difficulty, slowly increasing in difficulty through the bee. Hopefully, with our system, the students who worked hardest and learned the most words will be spelling at the end of your bee. Using words that students have not studied in a bee can be discouraging to those spellers who worked hard in preparation, and it is rarely necessary to give "off-list" words to determine a winner if the study list is sufficient in length and difficulty.

Visit other bees. If you are conducting your school's bee for the first time or if you wish to improve last year's event, consider visiting other school bees or your regional bee. Generally, regional bees, sponsored by area newspapers, offer the most experience to observe. Our book, *Bee Prepared*, contains more information on conducting bees.

Rules for Conducting a Bee

Historical Rules:

Suggested rules have been altered in recent years. By all means, read the rules at Scripps' website in their entirety. Briefly, the revised rules have discontinued the original format whereby when one of the last two spellers missed a word, the opposing speller spelled the missed word plus an additional word to win. This format favored the speller with a higher numbered sequence. To win, the speller with the higher sequence number spelled one more word than the opponent. The lower numbered speller had to spell two words more than an opponent to win.

Major Changes

Scripps has added a vocabulary element to bees at all levels. This is optional for class and school bees, of course, and it may simply complicate the operation of the bee. If your school prefers to use the vocabulary testing, either written or oral, there are available tests on their website.

Big changes are afoot in the rules governing local spelling bees that will make the bees more equitable. (A computerized test with all spellers fielding the same words would be a step higher on the equitable scale.) The basic format of the new rules are the following:

- ◆ The winner must spell two more words than the runner(s)-up. No matter how many spellers are in the round when only one speller correctly fields his or her word, the lead speller must spell one additional word to win. If the lead speller misses this deciding word, all spellers in the previous round are reinstated in original order.
- ◆ If all spellers in a round miss their word, all are reinstated.
- ◆ An appeal may be made for a speller's reinstatement. A parent, legal guardian or teacher may appeal in writing (or orally, if there are less than 6 spellers in a round) to the appropriate bee official prior to the time that speller would next have a turn if he/she had not been disqualified. Appropriate protocol must be used.
- ◆ Roles of officials at spelling bees have been qualified.

Pronouncer's functions

- ◆ He/she pronounces each word for the respective speller.
 - ◆ If a word is a homonym, a pronouncer should define the word, or judges should accept either spelling.
 - ◆ If a speller asks for definition, parts of speech, language(s) of origin, or use in a sentence, the pronouncer supplies the information.
 - ◆ If a speller asks for alternate pronunciation(s), the pronouncer or aide gives the additional pronunciations.
 - ◆ Spellers may not ask for alternate definitions or questions concerning word roots. If asked such, the pronouncer should decline to respond.
- ◆ Judges' functions
 - ◆ They uphold rules, decide if a speller has correctly spelled his/her word, render decisions on appeals, and disqualify spellers when it is deemed necessary.
 - ◆ Judges ensure that participants and audience members have copies of rules prior to bee.
 - ◆ If judges deem that a speller has not understood the word given, they may recommend that the pronouncer speak the word again, but judges are not responsible for a student's not understanding the word given.
 - ◆ If a pronouncer mispronounces a word, judges should ask him or her to correct it.
- ◆ Spellers' functions
 - ◆ They listen to the pronouncement of the word and face the judges to speak the word.
 - ◆ They may ask a pronouncer for definition, alternate pronunciations, sentence, and language of origin or ask a pronouncer to speak the word additional times until they are sure they are fielding the right word.
 - ◆ When they are sure of the word, they attempt to spell the word for the judges to hear.
 - ◆ Spellers may stop in the middle of spelling a word and restart, but they may not alter order of letters.
 - ◆ Spellers should speak the word again when they have completed their spelling, but this is optional.
 - ◆ New requirements define that all spellers must follow a "conventional curriculum" which Scripps defines as at least four hours of study per weekday for 34 of the 38 weeks between early September and late May, in courses other than language arts, spelling, Latin, Greek, vocabulary, and etymology, and students may not have repeated a grade in order to participate again in the spelling bee. A limit has been placed on high school or college courses that may be taken.

Miscellaneous:

For students never having participated in a public bee, a rehearsal is desirable. Many bees give one practice round to allow nerves to settle where correct spelling is ignored. Inexperienced spellers should be encouraged to focus their attention somewhere on the judges or over the heads of the audience, rather than becoming distracted by friends who are watching. Most pronouncers introduce words with, "Your word is ___," and judges signify correct spellings by announcing, "That is correct." To indicate errors, some ring a counter-type bell; other say, "That is incorrect;" and then one of the judges provides the correct spelling.

Spellers should pronounce their word so that obvious misunderstandings can be caught by the judges before spelling begins. Under the Scripps' rules, this is the student's responsibility, not the responsibility of the judges. Some ask that pronunciations also follow the spelling, serving only to signify that the speller's final letter has been given, but this is not required. Many schools find it desirable to assign study words in groups of difficulty, with more difficult sections begun only after narrowing the field. We find that bees are successful when they remain at a level of difficulty where 20% to 25% of the spellers miss a word in each round. This reserves more difficult words until the contest has narrowed to spellers who are clearly the best prepared, and this is often when the field has been reduced to 2-3 spellers. At this point a speller may have a second chance after misspelling a word if his or her opponents also spell words incorrectly.

Maintaining the same sequence of spellers throughout a bee is important, and giving spellers words of the same level is critical. If there are not enough words at a given level to give all spellers a word of the same level, it is best to skip to the next group. Assigning each speller a number is usually the easiest method of control sequencing. In many bees spellers draw for placement. We suggest that you inform your audience and spellers when the pronouncer is beginning a more difficult group of words and absolutely delay this until you reach your first speller in the sequence. This gives each speller the same number of words of an equivalent level of difficulty. A suggested rule of thumb for when to progress to more difficult words is the round in which fewer than 20% of the spellers miss a word. Prematurely skipping to the more difficult words (before the field has narrowed) can lead to the awkward situation of having the contest largely determined by the spellers' mere sequence in the bee. In such embarrassing bees, every standing speller may fall to the more difficult words, with pronouncers sometimes having trouble finding two words in a row which can be spelled correctly to declare a champion by NSB rules.

Open your bee to the community, encouraging parents, teachers and others interested in academics to attend. Conducting a first-class bee, which is fair to all spellers, is difficult; but after the many hours of necessary student preparation, schools should desire to do no less. For the initial meeting of bee prospects (often in November or December), your principal or a well-qualified teacher should present some inspiration for student participation. Success stories of previous school winners or, better yet, regional winners, may best accomplish this. Behind-the-scenes glimpses of a successful prior speller's exciting experiences can be the motivational tool needed. For most schools, spellers begin studying sometime in the late fall. For quite serious participants, the study list should be issued in the fall as soon as it is available for students to begin their outside study.

To determine a winner after the field has been narrowed, the pronouncer can advance to a more difficult section. This allows the majority of participating students to study only a limited number of words and have a positive experience of publicly spelling two, three, or even several words correctly. For all but your most serious students, a single level of words is a sizable study list. If they are highly competitive, they can also learn words in the higher levels.

Very few, if any, schools need to resort to surprise words to declare a champion. Moving too quickly to advanced words can be a negative experience for spellers and parents. Having possibly learned several hundred new words, students want the opportunity to field several of these. Requiring too many students to participate, especially when they have little interest, can also be self-defeating. The stage experience of thinking under pressure is a valuable skill to learn.

For your students studying the word list, we find that recognizing the pronunciations is absolutely necessary; knowing at least part of a definition is desirable, and learning the word's usage is ideal. Studying a large number of words where many may be new to the students, is a large task. With the use of **Valerie's Spelling Bee Supplement**, students will be able to pronounce each word using our phonetic pronunciation and will also have definitions for the words. Then students and parents can limit their dictionary research to only those words that interest them and save the larger amount of time to learn the many spellings. For repeated drilling on the word list and to hear each word correctly pronounced, our strongest recommendation would be to use our **Spelling eMentor** software which tracks up to 20 students or **Spelling Flips** to work from the Internet.

Spelling Bee Organizer – Spell It - 2019 - Beginning

<p>hue <HYOO> n, v / color; take on color The nursery was painted with every --- of the color blue ranging from violet to bluish green. Ety: E - Notes: Hom: hew</p>	<p>etch <ECH> v, n / carve, chisel, engrave; inscription The artist carefully used a dilute acid solution to --- a pattern on the wine glass. Ety: Du fr Ger</p>
<p>hog <HAWG> or <HAHG> n / pig; grasp in a selfish manner Lisa's huge --- won first place in the swine division at the stock show. Ety: E</p>	<p>keen <KEEN> adj, adv, v, n / very sensitive in observing differences, sharp Hunting dogs are well known for their --- sense of smell which helps them track their prey. Ety: E</p>
<p>taj <TAHZH> or <TAHJ> n / cone-shaped cap worn by Muslim monks and beggars We recognized the dervish by his distinct --- and his trancelike devotional state. Ety: Arab fr Pers</p>	<p>trek <TREK> v, n / journey in arduous manner; trip with complex organization Jan found the --- through the jungle long, difficult, and exhausting. Ety: Afrik fr Du</p>
<p>raj <RAHJ> n / rule by royalty The --- of the Indian prince began immediately after his father's death. Ety: Hindi fr Skt</p>	<p>fife <FIIF> n, v / small flute making a shrill sound; to play this type of flute One musician on his --- was accompanied by a drummer, and the two played music of early colonial days. Ety: Ger</p>
<p>guy <GII> n / cable, rope or such used to brace or hoist a heavy item Several cables were bracing the tower when one --- snapped, but the others held and nothing toppled. Ety: Du</p>	<p>aria <AHR.ee.uh> or <EHR.ee.uh> n / elaborate operatic melody sung by one accompanied voice The --- was performed by a soprano with a clear, golden voice. Ety: It fr L and Gk - Notes: Hom: area</p>
<p>Slav <SLAHV> or <SLAV> n / one speaking one of the Indo-European languages A --- can be any of these nationalities: Russian, Bulgarian, Serbo-Croat, Slovene, Pole, Czech, etc. Ety: E fr L fr Slav - Notes: Always capitalized</p>	<p>mole <MOH.lee> n / spicy sauce for meat that is made with chocolate Juan thought his grandmother's turkey --- was the tastiest dish he'd ever eaten, especially the spicy gravy. Ety: Sp fr Nahuatl - Notes: Hom: moly</p>
<p>gnat <NAT> n / fly that bites and has two wings; mosquito Jill tried to sleep, but a bothersome --- kept flitting around her face. Ety: E</p>	<p>kama <KAH.muh> n / enjoyment of life through the senses in Hinduism Among the religious goals of Hinduism are --- (pleasure), dharma (virtue), and artha (success). Ety: Haw</p>
<p>baba <BAH.bah> or <BAH.buh> n / fruit cake with rum and syrup; Chinese, European or Eurasian baby male Gran's --- was a delicious cake that she soaked in a rum sauce while it was hot to give it a rich flavor. Ety: Fr fr Pol</p>	<p>kami <KAH.mi> n / strong forces in the Shinto religion which are worshiped In Shinto religion, --- include gods, spirit beings, and such forces as earthquakes, oceans, and mountains. Ety: Jap</p>
<p>hock <HAHK> v, n / pawn, pledge a valuable item as collateral for a loan The story told of a youth who was forced to --- his father's watch, then spent years trying to buy it back. Ety: Du</p>	

quisling <KWIZ.ling> or <KWIZ.leeng>
 n, v / one who betrays his country to an invader
 The wartime mayor of the Norwegian town was really a --- who collaborated with the invading German army.
 Ety: Norw leader

adjacent <uh.JAYS.uhnt>
 adj / sharing a common boundary, close to, bordering, adjoining
 Since Texas lies --- to Mexico, many Texans vacation in that country.
 Ety: E fr Fr fr L

wikiwiki <wee.kee.WEE.kee> or <WEE.kee.wee.kee>
 adv / quickly, in a rapid manner
 In Honolulu, you can move --- in a rapid bus from the gates to the baggage claim.
 Ety: Haw

sukiyaki <skee.AHK.ee> or <skee.YAHK.ee>
 <suk.ee.YAHK.ee> <sook.ee.AHK.ee>
 n / Japanese dish of meat, bean curd and vegetables in soy and sake
 The American tourist tried the --- at the Japanese restaurant, but said she still preferred hamburgers.
 Ety: Jap

malihini <mahl.ee.HEE.nee>
 n / person who is a newcomer or stranger to Hawaii
 Gidget was called a --- by the natives when she visited Hawaii for the first time.
 Ety: Haw

galleria <gal.uh.REE.uh>
 n / mall or court with shops inside a roofed structure
 Shopping in a --- was David's favorite pastime, and he never tired of looking in the myriad of stores.
 Ety: It fr L

palmetto <pal.MET.oh>
 n / low-growing fan plant
 In arts and crafts we used the leaves from the --- to weave baskets.
 Ety: Sp fr L

falsetto <fawl.SET.oh>
 n / unusually high-pitched range of a voice
 The tenor line of the music was too high to be sung in regular voice and required singing in --- .
 Ety: It fr L

eclectic <e.KLEK.tik> or <i.KLEK.tik> <ee.KLEK.tik>
 adj / consisting of that which has been selected from diverse sources
 The --- decor of the room contained an artful mixture of heirloom antiques alongside stark modern pieces.
 Ety: Gk

feldsher <FEL.shuhr> or <FELD.shuhr>
 n / kind of physician assistant in Russia; medical practitioner
 In medieval times, a --- was a barber-surgeon who accompanied the Russian army in the field.
 Ety: Rus fr Ger

cilantro <si.LAHN.troh> or <si.LAN.troh>
 n / leaves of coriander used as garnish or flavoring
 The salsa had chopped --- in it, and the interesting flavor really enhanced the tasty dip.
 Ety: Sp fr L

filament <FIL.uh.muht>
 n / flexible fiber used in light bulbs having a long, thin shape
 Avery inspected the inoperative light bulb and determined that the --- was broken.
 Ety: L

semolina <sem.uh.LEE.nuh>
 n / middlings of hard wheat used for pasta
 The outstanding cook preferred to make her pasta fresh using --- .
 Ety: It fr L

pangolin <PANG.guh.lin> or <pang.GOH.lin>
 n / type of Asiatic or African animal resembling the anteater
 Usually looking like an anteater, a toothless --- will curl into a ball projecting its scales when threatened.
 Ety: Malay

langlauf <LAHNG.lowf>
 n / cross-country ski race
 Every year, the winter resort sponsored a --- for competitive cross-country skiers.
 Ety: Ger

langosta <lang.GAH.stuh>
 n / small type of lobster from Central America
 The --- was good, but Jill felt that it didn't hold a candle to the large Maine lobster she'd eaten.
 Ety: Sp fr Sp

mantilla <man.TEE.uh> or <man.TEE.yuh> <man.TIL.uh>
 n / light scarf worn by Spanish women over the head and shoulders
 Juana received a beautiful Spanish --- made of black lace for her birthday.
 Ety: Sp fr L

renegade <REN.i.gayd>
 n, v, adj / one who breaks from something, like a belief or group
 The man left his church when his beliefs had slowly changed, and he became a religious --- .
 Ety: Sp fr L

gymkhana <jim.KAHN.uh> or <jim.KAN.uh>
n / festival focusing on athletic skills such as horseback riding
The --- attracted horse enthusiasts from far and wide and included numerous contestants for jumping events.
Ety: Hindi fr Pers

menhaden <men.HAY.duhn> or <MEN.hay.duhn>
<muhn.HAY.duhn>
n / fish similar to a shad along the eastern coast of the U.S.
The most abundant fish of the Atlantic coast, --- are commercially used for bait or to produce fertilizer.
Ety: Algonquian

nenuphar <NEN.yuh.fahr> or <ni.NYOO.fuhr>
<ni.NOO.fuhr>
n / lotus or water lily
Finding the ---, a kind of lotus, on the artifact led the archaeologist to think the piece Egyptian.
Ety: L fr Arab fr Pers fr Skt

gynarchy <JIN.ahr.kee> or <GIIN.ahr.kee>
n / social structure among insects where the female establishes the colony
Many insects, such as wasps and ants, live in a --- where the queen rules the others.
Ety: Gk + E fr Fr fr L fr Gk

cynosure <SII.nuh.shur> or <SIN.uh.shur>
n / focus of attention; something serving to guide
As soon as Mel Gibson arrived at the party, he became the --- with everyone pressing forward to meet him.
Ety: Fr fr L fr Gk

roodebok <ROO.duh.bahk>
n / impala, type of African antelope
One of the most graceful animals that Jill saw on her safari was the --- with its short, straight horns.
Ety: Afrik fr Du

paradigm <PEHR.uh.diim> or <PEHR.uh.dim>
n / pattern or example; list of parts of conjugation or declension of a word
The teacher described Egyptian culture as a --- of early advanced societies after which many were patterned.
Ety: E fr L fr Gk

barukhzy (B) <buh.ROOK.see>
n / Afghan hound
My Russian grandfather called our dog a ---, but we knew the sleek animal was really known as an Afghan hound.
Ety: Rus fr Pashto

marzipan <MAHRT.suh.pahn> or <MAHRT.suh.pan>
<MAHR.zuh.pan>
n / confection of almond paste, sugar and egg whites shaped into forms
The elegant cake was decorated with small fruits made of sugary --- with its characteristic almond taste.
Ety: Ger fr It fr Arab

terrapin <TEHR.uh.pin>
n / edible turtle of North America; reddish-brown color
A reptile living in fresh or brackish water, a --- often has a saw-edged shell with a distinctive pattern.
Ety: E fr Algonquian orig

Tertiary (t) <TUHR.shee.ehr.ee> or <TUHR.shuh.ree>
adj, n / relating to the period following the Mesozoic era; third rank or order
Early --- times were marked by mountain building, continent forming, and dominance of mammalian life.
Ety: L - Notes: Capitalized for geologic period

shrieval <SHREE.vuhl>
adj / of or relating to an elected or appointed officer of the law
The mayoral and --- elections in old London were contentious, but they always elected a new mayor and sheriff.
Ety: E

visceral <VIS.uh.ruhl> or <VIS.ruhl>
adj / regarding internal organs; inner; not logical; raw, earthy; bodily
The spring was frequented by people with --- disorders, and it did improve Mr. Adam's digestive problems.
Ety: L

intaglio <in.TAL.yoh> or <in.TAHL.yoh> <in.TAG.lee.oh>
n, v / etched stone figure made so that an impression yields the figure in relief
Studying antique jewelry, we saw a cameo with a design in relief and a jasper --- with impressed carving.
Ety: It fr L

charlatan <SHAHR.luh.tuhn>
n / one who claims he has medical knowledge but does not, quack; fraud
Among the elixirs the --- sold at the carnival were bottles of snake oil he claimed could cure anything.
Ety: It geog name fr imit

gnathonic <nay.THAHN.ik> or <NAY.thahn.ik>
adj / fawning, flattering with self-seeking motives
All the court knew that the archbishop's --- flattery of the king was a self-serving ruse.
Ety: L fict char