

Building Spelling Skills

BOOK 6

— SECOND EDITION —

ANSWER KEY

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Authors: Staff of Christian Liberty Press
Layout and editing: Edward J. Shewan
Copyediting: Diane C. Olson
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INTRODUCTION

Christian Liberty Press has developed the *Building Spelling Skills* series, which we believe will be useful in teaching children how to spell correctly. This series has three main objectives in improving a student's spelling ability: (1) giving the student the necessary skills to learn a group of similar words; (2) teaching the student guidelines that will enable him to learn words by himself; and (3) increasing the student's confidence through various activities that will help him in reaching his full spelling potential.

Building Spelling Skills: Book 6 has thirty-six units. Each unit has five lessons. In Lesson 1 the student will be required to study the list words, following the pattern found on page 1 of the workbook. Lesson 2 requires the student to write sentences in the workbook using seven list words that are given. In Lessons 3 and 4, the student will have to write the list words again, and complete exercises that reinforce the orthography and denotation of the words. The student will also be required to take a practice test during this time. Finally, in Lesson 5, the student will be given a final test over his knowledge of each particular unit. During the final test, the student must write the words from the word list in the space provided at the back of the workbook. The instructor should utilize the list of words found on pages 39-43 of this answer key when giving the student his practice and final tests.

In addition to the exercises provided in the workbook, the teacher may wish to add other material to vary the student's work. This might include more crossword puzzles, word-search games such as *Scrabble*, spelling bees, and expressing the words through pantomime or charades.

Creative writing exercises will help the student to use list words in context, to see the practical use of orthography, as well as to encourage his creativity. You might start by having your student write sentences using words you have chosen from the list; then broaden this exercise into paragraphs, and eventually into whole stories. Teachers may try giving a topic, or allowing the student to choose his own topic, which incorporates as many words as possible from that week's list in a short story or poem. This will provide the student with extra practice using his grammatical skills and spelling abilities within the context of various writing projects.

Instructors involved with our CLASS home school program must be sure to grade the daily work and tests at the end of the workbook. To expedite the processing of students enrolled in the CLASS Administration Plan, instructors must grade all work and tests prior to returning the material to CLASS.

May the Lord richly bless your efforts as you seek to teach your student to be a good speller.

The Staff of Christian Liberty Press

UNIT LESSON KEY

UNIT 1

Pages 2–4

Lesson 2

Answers will vary.

Lesson 3

- | | | |
|-------------|------------|------------|
| 1. frail | 6. chaise* | 11. quaint |
| 2. crazy | 7. plague | 12. gauge |
| 3. glaze | 8. portray | |
| 4. playmate | 9. whey | |
| 5. skein | 10. maim | |

Lesson 4

| | | | |
|---|--|--|-------------------------------|
| a brace glaze crazy plague | ai quaint frail maim strain chaise | ay bray portray crayfish playmate | ei skein freight |
| ey they whey | ea break greatness | au gauge | |

Research

- a**
ai
ay
- ai ey
ay ea
ei au
- Long-Vowel Rule:** When a syllable has two vowels, the first one is usually long and the second one is silent. When a syllable has one vowel and it comes at the end of the syllable, the vowel is usually long.
Vowel Digraph: A vowel digraph is a set of two vowels which sound together to make one sound.

***Note:** The workbook uses the popular spelling *chaise longue*. However, the proper spelling of this term is *chaise longue* (literally, “long chair”); it is French for a couchlike chair that supports the back of the sitter and is long enough to support his outstretched legs.

UNIT 27*Pages 80–82***Lesson 2***Answers will vary.***Lesson 3**

- | | | |
|----|------------------------|-----------------------|
| 1. | noticeable | advantageous |
| | manageable | courageous |
| | serviceable | hoeing |
| | marriageable | toeing |
| | changeable | shoeing |
| | traceable | agreeing |
| | chargeable | fleeing |
| | peaceable | freeing |
| 2. | notable - rule | |
| | noticeable - exception | |
| 3. | dying | dyeing |
| | singing | singeing |
| | tinging | tingeing (or tinging) |

Lesson 4

| | | Alphabetical Order |
|-----------|--------------|---------------------------|
| ge | changeable | advantageous |
| | chargeable | agreeable |
| | manageable | agreeing |
| | marriageable | changeable |
| | advantageous | chargeable |
| | courageous | courageous |
| | singeing | dyeing |
| | tingeing | fleeing |
| ce | noticeable | freeing |
| | peaceable | hoeing |
| | serviceable | manageable |
| | traceable | marriageable |
| ee | agreeing | noticeable |
| | agreeable | peaceable |
| | fleeing | serviceable |
| | freeing | shoeing |
| oe | hoeing | singeing |
| | shoeing | tingeing |
| | toeing | toeing |
| ye | dyeing | traceable |