



Apples

Daily Spelling Drills For Secondary Students

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The Scripture quoted in Apples were taken from either the King James Version, the New King James Version, or the New International Version.

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Waiver of Responsibility

Using **Apples** is not a guarantee that the user will become a great speller. It is important to use **Apples** in conjunction with individual course work. I encourage the user to read, read, read. Using **Apples** in conjunction with lots of reading *will help* to cement spelling rules in the mind of the user.

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Dedication

To my third son, Christopher...who was volunteered 😊 to be the guinea pig for this book. Not only did he faithfully do the work, he found my mistakes and corrected them, gave suggestions...and improved his spelling!

Chris, you've been a joy and a delight to teach. I love you! God's hand is so evident in you.

...and to Jesus Christ, my Lord and Savior, who always enables me to apply creativity (even when I felt I had no creativity left) to our homeschool in each situation uniquely for each precious child He has entrusted to me.



Note to parents: I used three different versions of the Bible in creating Apples (KJV, NKJV, and NIV). Generally I chose the version that used words illustrating the spelling rule being studied. Most of the fill-in-the-Bible-verse drills have obvious answers. If the answer isn't obvious, feel free to check the answer key in the back of this book.

Introduction

Do you have a student who can't remember how to spell the most simple words? You go over the spellings of the same words again and again, but within a day he's repeating the same mistakes! His spelling tests are a disaster, and his spelling lists just keep getting longer and longer until they threaten to overwhelm! You know he's not stupid...but when it comes to spelling...well, let's just say he's challenged. If you could take him back through elementary phonics, you would - but he would be insulted by the childish work.

Enter....Apples Daily Spelling Drills for Secondary Students!

Apples simply presents approximately one spelling rule each week, encompassing many of the most important spelling rules. Apples does not dwell on the many exceptions to the rules (although there are notes provided in the back of the book explaining the exceptions). You see, if your student is a poor speller, spelling exceptions are just more confusing!

In Apples, spelling exceptions are presented in separate drills rather than as exceptions to the rules. This will help eliminate confusion and will help the student to concentrate on the many words that do follow the rules, while at the same time teaching them the odd spellings separately.

Apples will help your student to become a more proficient speller by helping him through simple, short, daily drills to memorize the rules. No lists, no tests. Your student simply completes one Apple each day. Every tenth day is a review of previously-learned rules. And the answer key is conveniently provided in the back of the book.

If you have a poor speller, he will probably always struggle in this area - but Apples will keep phonics rules fresh in his mind and give him some of the tools he'll need to improve.

And last, but by no means least, Apples helps the student to apply the rules by completing Scripture, puzzles, and sentences, encouraging him in his faith as well in his academics.

Remember: an Apple a day will help to keep your spelling woes at bay!



Helps

Exceptions: As you know, every spelling rule has exceptions. To a poor speller, exceptions just make spelling even more confusing! For this reason Apples does not present spelling exceptions as part of the drills. Rather, Apples shows the student the many words that do follow the rules. If your student is doing well with the rules, you may choose to have him read the exceptions to the rules in the notes in the back of this book. (The exceptions to each rule are presented separately along with the appropriate lesson numbers for easy reference.) If, however, he is still struggling with a rule, you may choose to forego presenting the exceptions until he is more comfortable with the rule.

Bible versions: In creating drills for Apples, we used three Bible versions: King James Version, New King James Version, and New International Version. We picked the version which used the words/rules being studied. We realize that not everyone has all three versions. As Apples is not intended as a Bible study, we suggest that you don't bog your student down with looking up references in three versions. Here are our suggestions:

- Tell your student that most of the answers will be obvious (each drill contains a word box or list to draw from).
- Those answers that aren't obvious can usually be figured out through the process of elimination.
- Those few that are left can easily be looked up in the answer key. This is actually encouraged, as copying words is an excellent spelling exercise.

Remember: Apples is intended to be quick and easy to use (no more than ten minutes each day). By keeping it simple, Apples minimizes stress in spelling, which enhances learning.



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Day 6



Clue: If a word begins with a syllable that sounds like the “uh” sound, that syllable is usually *spelled with the letter “a”* (as in “abound”).

Rewrite each of the words below with the correct spelling.

“uh”bout

“uh”gain

“uh”lone

“uh”round

“uh”llow

“uh”loud

“uh”nother

“uh”long

“uh”loof

“uh”maze

Use the words above in the sentences below. One word is used twice.

1. If you love Jesus, don’t hold yourself _____ from others.
2. We should love one _____.
3. It is important to witness to others _____ Jesus.
4. The Gospel message must be told _____ the world.
5. Jesus _____ can change our lives.
6. If only we could shout it _____ from the rooftop!
7. _____ Him to change your life.
8. When we follow Jesus, others will follow _____, too.
9. He will defeat Satan _____ and _____.
10. It will _____ others when they see God’s power in you.

Circle the misspelled word in each sentence below, and write it correctly on the lines below.

11. Tell me ubout the book you read. Should I read unother one?
12. That was umazing! Did you see how it flew uround?
13. Walk ulong the river. It is peaceful to walk ulone.
14. Will you ullow me to take a turn? I’d like to try ugain.



Clue: If a word begins with a syllable that sounds like _____, that syllable is usually spelled with the letter ____.

Rewrite each of the words below with the correct spelling.

“uh”bandon	“uh”bility
“uh”gain	“uh”bove
“uh”bout	“uh”bound
“uh”bide	“uh”bolish
“uh”buse	“uh”cross

Use the words above in the sentences below.

1. Should we continue in sin that grace may _____?
2. Christians have suffered much _____ in the past.
3. Paul sailed _____ the Mediterranean Sea.
4. If the ship were to sink, you would have to _____ it.
5. I didn’t hear you. Could you say that _____?
6. Abraham Lincoln worked hard to _____ slavery.
7. The Gospel of John is a book _____ the life of Jesus.
8. Set your eyes on things _____, not on things of the Earth.
9. Jesus said that we should _____ in Him.
10. Cindy has the _____ to play many hymns by memory.

Each of the words below starts with the “uh” sound. Write the word correctly and state the letter of the spelling rule.

Reasons:

- A. The first syllable sounds like “uh” *alone*, so it’s spelled “a.”
- B. The first syllable sounds like “uh” *combined with a consonant*, so it is spelled with a “u”.

“um”brella	_____	“uh”bout	_____
“uh”gain	_____	“up”setting	_____
“uh”round	_____	“ug”ly	_____
“um”pire	_____	“uh”maze	_____

Day 8



Clue: If a word begins with a syllable that sounds like _____, that syllable is usually spelled with the letter ____.

Use the following words, spelling them correctly in the sentences below.

"uh"way	"uh"larm	"uh"dapt	"Uh"laska
"uh"dopted	"uh"fraid	"uh"gainst	"uh"gree
"uh"live	"uh"muse	"uh"head	"uh"mount
"uh"part	"uh"pology	"uh"roma	"uh"shore

1. The ship's captain yelled, "All _____!"
2. The election polls showed George W. Bush _____ of Gore.
3. To paraphrase, we should only be _____ of fear itself.
4. "Behold the Lamb of God who takes _____ the sin of the world." John 1:29
5. Use a precipitation gauge to measure the _____ of rainfall.
6. "No weapon formed _____ thee shall prosper."
7. Brittany set the _____ for 7:00 in the morning.
8. It's much easier to take a puzzle _____ than to put it together!
9. When we _____ together in prayer, God answers!
10. Missionaries must learn to _____ to a new culture.
11. Please make a sincere _____ to your brother.
12. Jesus is _____!
13. The largest state is _____.
14. Josh was hired to _____ the children at the party.
15. Yum! Smell that _____!
16. We have been _____ as children into God's family.



Each of the words below starts with the “uh” sound. Write the word correctly and state the letter of the spelling rule.

A. The first syllable sounds like “uh” *alone*, so it’s spelled “a.”

“uh”stonish	_____	“un”derneath	_____
“uh”tomic	_____	“uh”while	_____
“un”cle	_____	“uh”ware	_____
“up”roar	_____	“uh”stray	_____
“uh”wake	_____	“uh”ward	_____

1. It's about time to start the day. Make sure he is awake.
2. Don't be afraid. Jesus is alive!
3. Were you aware of that? I was astonished, too.
4. It is nice, once in a while, to get away to pray.
5. Please accept my apology. I promise I won't do it again.
6. I would like to move to Alaska, but it would be difficult to adapt.
7. Even though I went astray, He was willing to adopt me as His child.

[illegible]



Clue: When a word ends with a syllable that sounds like **-cher**, it is usually spelled with a **-ture**. For exceptions, see the note in the back of the book.

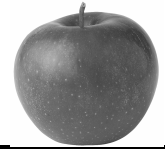
Correctly spell each of the words in the chart below by replacing the -cher with a **-ture**.

punccher	rapcher
legislacher	denchers
furnicher	leccher
miniacher	feacherd
literacher	advencher

Use the words, spelled correctly, from the chart above to fill in the blanks below.

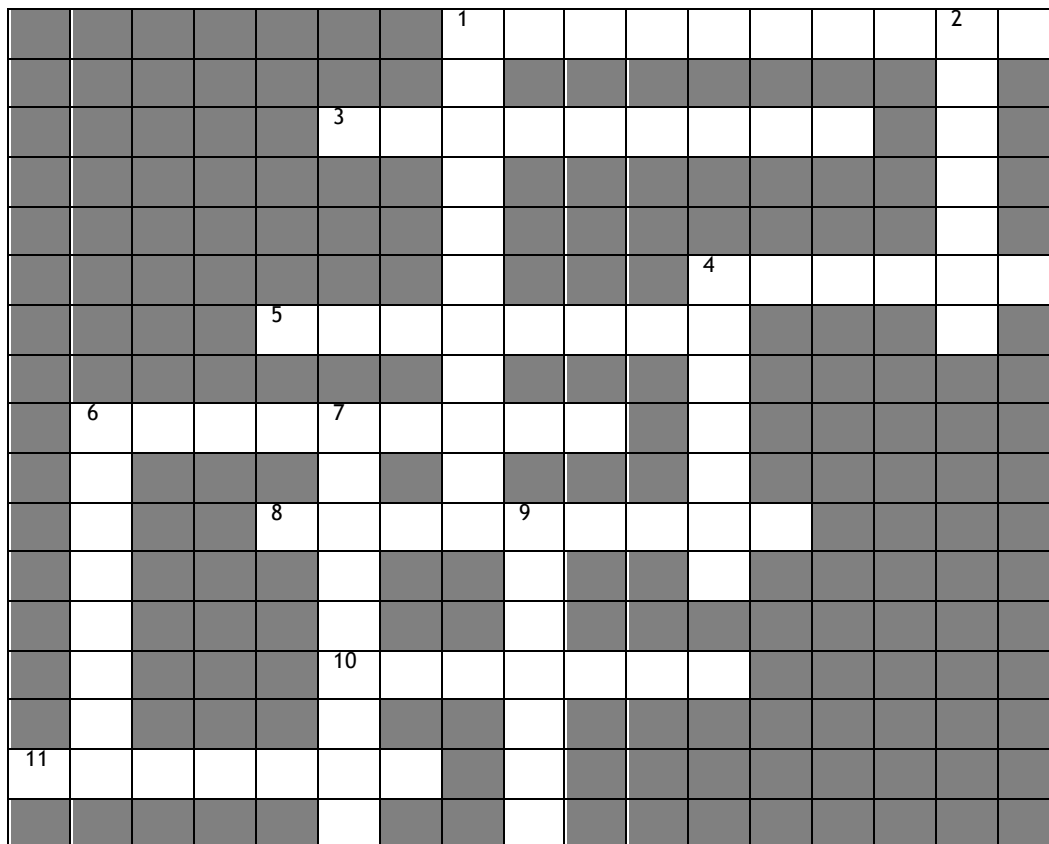
1. My grandmother left her _____ in a cup to soak.
2. That tiny dog is called a _____ poodle.
3. Classics by Mark Twain are considered to be among some of America's greatest works of _____.
4. The event where followers of Christ will meet him in the "air" is commonly called the _____.
5. We attended a _____ on the Creation versus Evolution debate.
6. The _____ flavor was Double Fudge Ripple.
7. That broken glass in the road will _____ someone's tire.
8. It took us two days to move all the _____ to the new house.

Day 86



Clue: When a word ends with a syllable that sounds like **-cher**, it is usually spelled with a **- _____**. For exceptions, see the note in the back of the book.

Complete the puzzle using words ending with - ture.



Across

1. Books; classics.
3. Your name or John Hancock.
4. Past, present, and _____.
5. A living thing; monster.
6. Table, chairs, beds.
8. An action-packed event.
10. Inflict excruciating pain.
11. Speech.

Down

1. The Senate and the House.
2. When Believers are gone, in the twinkling of an eye, with Jesus.
4. The *showcased* flavor or film.
6. A broken bone.
7. Contractual slavery.
9. To lovingly raise.

(Answers in alphabetical order: adventure, creature, feature, fracture, furniture, future, indenture, lecture, legislature, literature, nurture, rapture, signature, torture.)



Clue: When a word ends with a syllable that sounds like **-cher**, it is usually spelled with a **-**_____. For exceptions, see the note in the back of the book.

Correctly spell each of the words in the chart so that they end with *-ture*.

torcherd	nurcher	pascher
picchers	Scripcher	creacher
nacher	furnicher	fucher

Complete the verses below with correctly-spelled words from the chart.

1. "...the Tent of Meeting, the ark of the Testimony with the atonement cover on it, and all the other _____." Exodus 31:7
2. "Know that the LORD is God. It is he who made us, and we are his; we are his people, the sheep of his _____." Ps. 100:3
3. "A word aptly spoken is like apples of gold in _____ of silver." Proverbs 25:11
4. "For I know the thoughts that I think toward you...thoughts of peace and not of evil, to give you a _____ and a hope." Jer. 29:11
5. "Go into all the world and preach the gospel to every _____." Mk. 16:15.
6. "Do not provoke your children to wrath, but bring them up in the _____ and admonition of the Lord." Ephesians 6:4
7. "All _____ is given by inspiration of God..." 2 Tim. 3:16
8. "Others were _____, not accepting deliverance." Heb. 11:35
9. "...You may be partakers of the divine _____." 2 Pet. 1:4

Day 88



Clue: When a word ends with a syllable that sounds like **-cher**, it is usually spelled with a **-**_____. For exceptions, see the note in the back of the book.

Correctly spell each of the words in the chart so that they end with *-ture*.

tinccher	indencher	macher
miniacher	feacherd	literacher
fixcher	advenchers	
sucher	deparcher	

Complete these sentences with correctly-spelled words from the chart:

1. We had many _____ when we went to Ocean City for vacation.
2. Our vacation _____ several unusual happenings and even mishaps.
3. It rained so much, I guess you could say that bad weather was a _____ for that vacation.
4. While fishing, the boys accidentally hooked a fully-_____ sea gull by the wing.
5. Though it would have been nice to _____ the wound and put _____ of iodine on it, the large, frantic bird would allow no such thing!
6. Between rain storms, the ground around our campsite was crawling with _____ crabs, no bigger around than a quarter.
7. There were many other adventures, most of them enjoyable, and the time of our _____ brought sadness.



Clue: When a word ends with a syllable that sounds like **-cher**, it is usually spelled with a **-** _____. For exceptions, see the note in the back of the book.

There are nine misspelled *-ture* words in the story below. Circle them, then write them correctly on the lines below.

William Penn was a great man of God. He lived in a time when Christians were commonly torched for their faith. He himself became a Christian as a youth. Once he made the commitment to follow God, his life was never the same. He just moved from one advencher to another.

Penn, a lawyer, spent much of his life defending Christians in court. In those days macher Christians would rather die for their faith than deny Christ. The English legislacher had already passed laws allowing the people the right to a fair trial, but few courts of that day practiced the law, especially when it came to Christians. Penn was determined to fight for this right - and he was thrown into prison for his pains.

Actually, Penn wasn't a stranger to prison. He had been capchered and thrown in prison a number of times for preaching the gospel. He gave up much more, though, than just his freedom for the sake of the gospel. His father, the Admiral, hounded him much of his life to give up his religion. The Admiral lecchered him, threatened him, and even disinherited him. Penn actually came from a very wealthy family that held high position in the King's court, but he gave it all up for Jesus.

Eventually the Lord led William Penn to establish a colony where the government was based on Scripcher. The King of England himself placed his signacher on the charter that granted Penn that vast wilderness territory that we know today as Pennsylvania. In this new colony, Christians would finally be able to live in peace, to practice their faith freely, and to offer their children a fucher full of hope.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Day 90 - Review




Clue: Memorize this poem: “___ before ___ except after ___, or when it says ___ as in neighbor and weigh.” This means that in words with this vowel combination...

- If the letter c is first, use a -____.
- If the word has the long a sound, use -____.
- The above two are uncommon, so mostly you will use an -____.

Clue: How do you keep the words *was*, *want*, and *what* straight?

- _____ is the past tense of the word *is*. The “uh” sound is spelled with an ___, and there is no -__-. It is a short word, just like all of the “be” verbs.
- _____ means *desire*. It does not have an ___, nor an apostrophe.
Remember: You _____ always have what you_____.
- _____ is one of the “5 w’s” (who, _____, where, when, and why). All “5 w’s” begin with “_____”.

Clue: When the letters -____- are blended together, they form the sound that you hear in the word  _____.

Clue: When a word ends with a syllable that sounds like -cher, it is usually spelled with a -_____. For exceptions, see the note in the back of the book.

Using the clues above, complete the sentences below.

1. _____ (wut) is the name of the _____ (type of vehicle) that is played by a Volkswagen in the movies?
2. The _____ (Scripchers) say that we must _____ (beleeve) in the name of Jesus if we _____ (wunt) to be saved.
3. That _____ (immacher) child s_____ (another word for “began”) jumping on the _____ (furnicher) as soon as he thought he _____ (wuz) alone.
4. The recipe c_____ (name for small, stiff sheet of paper) showed a big _____ (peece) of pie that was sure to appeal to our gluttonous _____ (nachers).

Notes Concerning Exceptions

(Page 151)

Lessons 25-29 (Ending -ch sound is spelled with a -tch...)

There are several common words that are exceptions to this rule, such as *which*, *much*, and *such*. *Teach*, *preach*, and *reach* have long vowel sounds, so they end only in -ch. Also, if a word ends with another consonant plus the -ch sound, then you don't use the silent -t (like -rch as in *porch*, *perch*, and *torch* OR -nch as in *lunch*, *bench*, and *pinch*).

Lessons 35-39 (Contractions...)

Most contractions follow the rules. The exception is the common contraction for *will* + *not*. It is spelled *won't*.

Lessons 51-54 (Ending syllable spelled with an -le...)

There are several common words that don't follow this rule but end in an -el, including *panel*, *funnel*, *tunnel*, *model*, and *camel*. Occasionally a word may end in -al, as in *medal*, *metal*, *pedal*, *petal*, *fatal*, and *personal*. Rarely, a word will end in -ol (*carol*) or -ul (*annul*).

Lessons 55-59 (I before e except after c...)

The trick here is to realize there are several other ways to spell the long -e sound besides -ie. These are reviewed in lessons 141-149. One exception to the *i before e* rule is the word *height* which has the long -i sound, but is spelled with an -ei. Another exception is *leisure*.

Lessons 61-69 (Ending syllable spelled -tion...)

There are a number of common words that end in -sion, such as *mission*, *passion*, *permission*, and *confusion*. A few words end in -cian such as *physician*, *magician*, and *musician*. Notice that the root of each of these three words end in the letter -c (*physic*, *magic*, *music*).

Lesson 71-74 (Long -i spelled -ight...)

Some words with a long -i sound are spelled with an -ite, such as *bite*, *kite*, *quite*, and *white*.

Lessons 85-89 (Ending syllable spelled -ture...)

There are a few *root* words that end in -ch or -tch that add the *suffix* -er, such as *teacher*, *preacher*, and *pitcher*. In these cases, the -cher sound at the end is not spelled with a -ture. Just remember these words have a root that **can stand alone** (*teach*, *preach*, *pitch*).