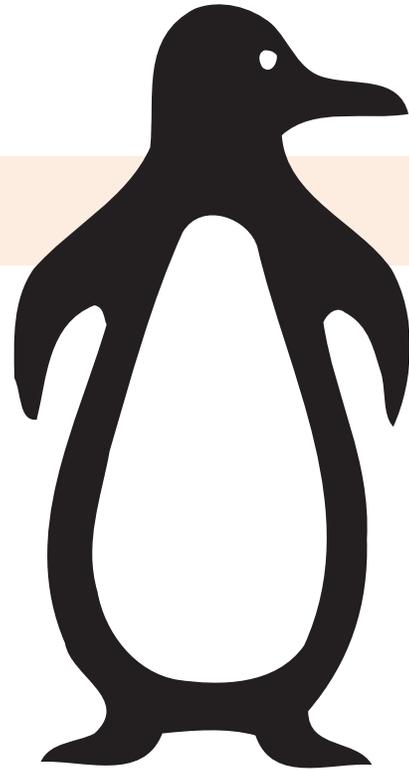


Building Spelling Skills

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Book 2



Written by Garry J. Moes

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PREFACE

Dear Teacher or Parent:

In this second book of the *Building Spelling Skills* series, we take a second look at some of the basic components of English words. We revisit some of the primary concepts introduced and analyzed in *Book 1*, first by examining the spelling of vowel sounds and rudimentary consonant sounds. The book goes on to explore a variety of consonant combinations, blends, digraphs, and the spelling of compound words and syllables. We also lead the student into the study of prefixes and suffixes and their relationship to root words.

The final six units have two purposes: (1) to review many of the spelling concepts and word components covered in the first thirty units, and (2) to help the student see spelling in the context of prose. Some list words in these final units are repeated from earlier units, and some are new. The stories are all taken from a classic reader, *Beautiful Stories for Children*, which is published by Christian Liberty Press. By including these stories, we are furthering one of the goals of this spelling series, namely to coordinate spelling with phonics and reading.

As with other books in this series, students are given numerous opportunities to write and rewrite the words in each Unit Word List. Extensive practice, in the form of repetitive writing of selected words, is a major tool in learning to spell English words. Various word games and puzzles are included in each unit. These are intended to guide the student into carefully recognizing the arrangement of letters and/or syllables in selected list words, an exercise that is important in light of the many irregularities in spelling the words of the English language.

Instructors are encouraged to keep reading and spelling in close fellowship with each other during the teaching process. It is also helpful to keep in mind that there are no shortcuts on the road to developing good spellers. Good spellers are developed by a teacher's hard work, persistence, and encouragement, not to mention the same for the student.

TEACHING SUGGESTIONS

In addition to the instructions given for each unit and lesson, the following approaches are offered by way of suggestion to help teachers better guide their students to good spelling.

1. Read all of the words from the Unit Word List aloud with your student.
2. Emphasize to the student the primary phonetic spelling rule contained in the lesson.
3. Quiz the student by asking him to write each of the words from the lesson on separate paper as you read each of them aloud.
4. Check the accuracy of the student's written work, and help the student understand why he misspelled certain words.
5. Have your student provide the correct spelling for any words he misspelled on separate paper or on a chalkboard.
6. Show the student how some of the words from the unit are used in a sentence. This exercise will help to improve the student's comprehension, pronunciation skills, and vocabulary. Students should be encouraged to use some of the spelling words in sentences of their own choosing.
7. Conclude each unit with a review of that unit's words and a final test. Finally, you may wish to review words from the current unit or previous ones before starting into a new unit or exercise.

INTRODUCTION

ALPHABET

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

CURSIVE ALPHABET

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn

Oo Pp Qq Rr

Ss Tt Uu Vv

Ww Xx Yy Zz

LEARNING HOW TO SPELL WORDS



1. Look at the word. Study every letter.
2. Say the word to yourself.
3. Say it again aloud, and then spell it.
4. Copy the word on paper, naming the letters as you write.
5. Close your spelling book, and test yourself.
Write the word.
Do not worry if you do not get it right the first time.
6. Open your spelling book again. Check the word.
7. Study the word one more time, and test yourself
by writing the word again.

* * * * *

*As with all of your school work, always remember
to ask God to help you learn and understand what you are doing.
Thank Him for His help with every lesson.*

UNIT 1



Vowel Sounds

LESSON 1

Study these list words, using the study plan on page 1.

fate

pant

pin

bud

are

need

tone

burn

salt

men

who

put

man

err

hot

boil

hair

mine

cube

loud

LESSON 2

Write list words that have these vowel sounds:

a as in **ape**

i as in **ice**

a as in **far**

o as in **old**

e as in **eve**

u as in **tune**

e as in **end**

oi as in **oil**

LESSON 3

1. Practice writing all your list words below.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----

2. Add one letter to this word to make a list word:

? + ate = _____

3. Take away one letter from this word to make a list word:

care - ? = _____

4. Combine these letters to make a list word:

pan + t = _____

LESSON 4

1. Take your first practice test on all words in your Unit 1 word list. Write the words on a separate sheet of paper as your parent or teacher reads them.
2. Write any words you misspelled on your practice test five times on a separate sheet of paper.
3. Finish these sentences with list words. Pick a word from the choices given.

(**bud / hot / tone**)

a. If you touch something _____ you will

(**men / who / burn**)

_____ your fingers.



b. The fire-drill signal makes a

(**loud / err / pant**)

(**cube / tone / are**)

_____.

c. (**Men / Fate / Boil**)

(**man / pant / are**)

_____ usually not

as *pretty* as women, but some men are *handsome*.

(**boil / are / cube**)

d. To cook oatmeal, you must

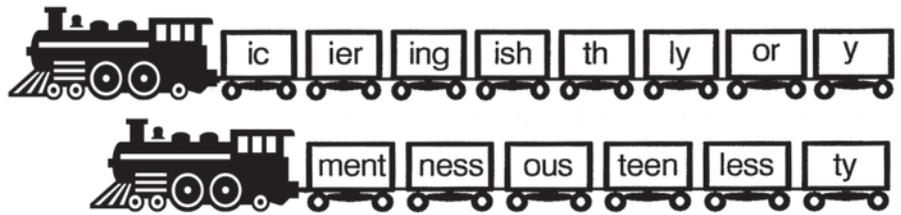
(**who / mine / salt**)

_____ water, then add cereal.

LESSON 5

Take your final test. Write your words in the spaces provided at the back of the book. Begin your test with prayer.

UNIT 27



Root Words and Suffixes

LESSON 1

Study these list words, using the study plan on page 1.

heroic	boyish	statement	famous*
cashier	toothless	government	fourteen
going	helpless	darkness	growth
eating	slowly	sadness	safety
selfish	softly	sleepy	sailor

* The root word in **famous** is **fame**. Notice that sometimes a root word is changed slightly before a suffix is added. Other examples are: **terror** → *terrible*, **excel** → *excellent*, and **nerve** → *nervous*.



LESSON 2

Learn to spell the **suffixes** in the boxcars at the top of this page. Circle the suffixes in your list words. Write all the **root words** found in the list words.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----

LESSON 3

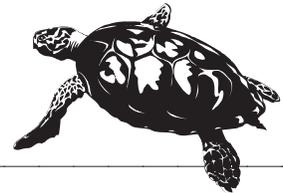


1. Practice writing all your list words below.

Handwriting practice lines consisting of three columns of horizontal lines. Each line set includes a solid top line, a dashed middle line, and a solid bottom line. The lines are intended for practicing the list words provided in the lesson.

*Circle all the root words
in these words.*

2. Write sentences using these list words.



slowly

Handwriting practice lines for the word 'slowly'.

selfish

Handwriting practice lines for the word 'selfish'.

darkness

Handwriting practice lines for the word 'darkness'.

famous

Handwriting practice lines for the word 'famous'.

growth

Handwriting practice lines for the word 'growth'.

