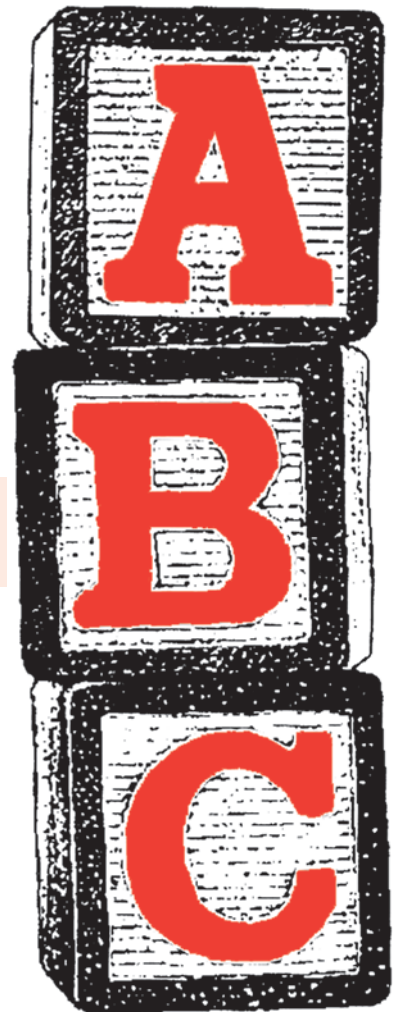


# Building Spelling Skills

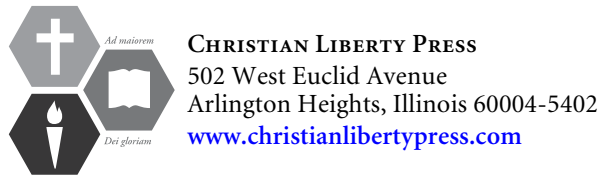
## Book 1



Written by **Garry J. Moes**

Second Edition  
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## PREFACE

*What do you read, my lord?  
Words, words, words.*

Dear Teacher or Parent:

The words of William Shakespeare quoted above note what may be all too obvious, but they state a plain fact which underscores the importance of learning to spell. Our communication is largely made up of words, and words have meanings. Misspelling obscures meaning and therefore our ability to communicate.

Communication, of course, is a human ability that has been instilled in the human creature by a communicative God. By words, the Almighty brought into being the whole of creation, including us. By His Word incarnate, He redeemed His beloved; and through His creation, control, and use of human language, He has opened to us His perfect Will. Our life is, we can see, thus entirely dependent upon “The Word.” Having been created in the image of God, humans have throughout their history also employed and developed language to order their lives. Precise order demands precise use of language, and hence arises the need for keen spelling skills.

This book is dedicated to those propositions.

The author and editors believe the best way to approach the teaching of spelling is through the process of incorporating phonics rules. Yet a number of words in the English language do not follow a logical phonetic pattern and therefore must be mastered through the process of memorization. In recognition of both of these facts, this book seeks to incorporate both a phonetic approach and exercises employing rote repetition of word writing. We believe it is helpful for students to comprehend the basic rules of phonetic spelling, and therefore this book seeks to reinforce what the student may be learning in his or her phonics and reading programs. Students who have learned a few simple rules will be able to understand how to correctly spell thousands of words. For these words, as well as the many exceptions, the practice of repeated writing of spelling words will imprint precise spelling into the mind of the student.

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.

**SPECIAL NOTE:** *This volume is intended for the beginning students who may not yet have acquired reading skills to recognize all of the guidance and instructions included in each unit and lesson. Instructors may be required, at least in the beginning units, to read instructions to their students or with them.*

# 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 during at least each Lesson 3 (more often, if necessary or desired) by asking him to spell 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.

*May the Lord bless you with success  
as you train students for His glory!*

### ALPHABET REVIEW

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

1. Look at the letters, both capital and small.
2. Say the alphabet aloud.
3. Memorize how the letters sound and look, if you have not done so before.

## ALPHABET EXERCISE

Draw a line between the capital letters and their small letter partners in each of the boxes.

A	c
B	a
C	d
D	b

E	f
F	h
G	e
H	g

I	k
J	j
K	l
L	i

M	o
N	p
O	m
P	n

Q	s
R	r
S	t
T	u
U	q

V	z
W	x
X	y
Y	v
Z	w



# 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 2

## SHORT VOWELS

### Short e

#### THE PHONICS-SPELLING CONNECTION:

If a word has only one vowel, and it comes at the beginning or between two consonants, the vowel usually has a short sound. Short e is the e in “web.”

*“God wove a web of loveliness,  
of clouds and stars and birds,  
but made not anything at all  
so beautiful as words.”*

— Anna Hempstead Branch (1874–1937)

## A Visit to Grandpa and Grandma’s Farm



### WORD LIST

led	west	pen	get
fed	best	ten	jet
bed	rest	den	pets
red	legs	men	let
web	begs	yes	set

# LESSON 1

1. Study the word list for Unit 2. Understand the meaning of each word.
2. Write each word twice on separate paper.

# LESSON 2

1. Read the meaning clues below and fill in the blanks with words from the word list for Unit 2.



a. Color of Grandma's roses:

---

---

---

b. What Sister does when she wants Grandma's cookies:

---

---

---

c. What Grandpa did when he gave the farm animals food:

---

---

---

d. Something to use to write a letter to Grandma:

---

---

---

e. What Grandma always says when we ask for cookies:

---

---

---

f. Grandma puts me to sleep in a very soft one of these:

---

---

---

g. A place where Grandpa keeps animals:

---

---

---

h. What a spider makes in Grandpa's barn:

---

---

---

i. What Grandma likes to do in the afternoon after working hard in the garden:

---

---

---

j. Grandpa's cows stand on four of these:

---

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---

## LESSON 3

1. Write a word from your word list under each picture.




---



---



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---



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## LESSON 4

1. Change the first letter to make two other words from your Unit 2 word list.

rest

---



---



---



---



---



---

get

---



---



---



---



---



---

2. Write all your Unit 2 spelling words twice on a separate paper.

## LESSON 5

1. Review your word list and take your final test. Write the spelling words in the spaces provided at the back of this book. Remember to ask God for His help before you start your test.

# UNIT 24

## WORD ENDINGS

### Words ending with suffixes

#### THE PHONICS-SPELLING CONNECTION:

A suffix is a word element attached to the end of a word. The words in this unit each have one of the following suffixes: **-ing**, **-less**, **-ness**, **-ful**, or **-est**.

*“Words are both better and worse than thoughts; they express them, and add to them; they give them power for good or evil; they start them on an endless flight, for instruction and comfort and blessing, or for injury and sorrow and ruin. ”*

— Tryon Edwards (1809–1894)



### Happy Endings and Sad Endings

#### WORD LIST

helpful	careless	neatness	seeing
careful	hopeless	kindness	looking
playful	useless	shortness	jumping
painful	helpless	sickness	going
fastest	neatest	sickest	shortest

1. Study the word list for Unit 24. Understand the meaning of each word.
2. Write each word twice on separate paper.

Write five list words that  
that seem **happy** to you.

This image shows a handwriting practice sheet template. It consists of four identical sets of horizontal lines arranged vertically. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The background is white, and the lines are black.

Write five list words  
that seem **sad** to you.

A sheet of handwriting practice paper featuring five sets of horizontal lines. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

2. Write all the words on your word list one more time on a separate piece of paper.

1. Choose two different suffixes for each of the words below and on the top of the next page. Form list words with the suffixes and write the list words.

# care + ?

\_\_\_\_\_

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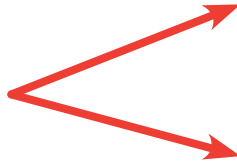
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## LESSON 3

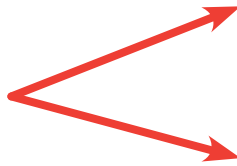
*(Continued)*

help + ?



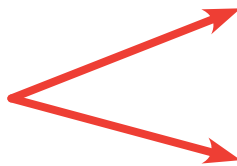
Handwriting practice lines for the word 'help'.

sick + ?



Handwriting practice lines for the word 'sick'.

neat + ?



Handwriting practice lines for the word 'neat'.

2. Take your first practice test on all words in the Unit 24 word list.

## LESSON 4

1. Choose the proper suffixes to form list words from these words.

play\_\_\_\_\_

look\_\_\_\_\_

fast\_\_\_\_\_

kind\_\_\_\_\_

jump\_\_\_\_\_

use\_\_\_\_\_

hope\_\_\_\_\_

short\_\_\_\_\_

go\_\_\_\_\_

## LESSON 5

Review your word list and take your final test. Write the spelling words in the spaces provided at the back of this book as they are read to you. Remember to ask God for His help.