# Building Spelling Skills 

## Book 3



Written by Garry J. Moes

Second Edition
Copyright © 2018, 2010, 1992 Christian Liberty Press

All rights reserved. Copies of this workbook may be made by the purchaser for personal or immediate family use only. Reproduction or transmission of this product-in any form or by any means-for use outside of the immediate family is not allowed without prior permission from the publisher. Brief quotations embodied in critical articles or reviews are permitted.

## Christian Liberty Press

502 West Euclid Avenue
Arlington Heights, Illinois 60004-5402
www.christianlibertypress.com

Author: Garry J. Moes<br>Layout and editing: Edward J. Shewan and Jodee Kulp<br>Copyediting: Diane C. Olson<br>Graphics: Jodee Kulp @ Graphics Arts Services, Brooklyn Park, MN, and ClickArt Incredible Image Pak 65,000, copyright © 1996 T/Maker Company<br>Cover design: Bob Fine<br>Cover image: David Ponton; copyright © 2009 DesignPics

ISBN: 978-1-935796-03-9 (print)
978-1-629820-79-8 (eBook PDF)

## TABLE OF CONTENTS

PREFACE ..... v
HANDWRITING CHART ..... vi
LEARNING HOW TO SPELL WORDS ..... 1
UNIT 1: Beginning Consonant Sounds b, c, d, f ..... 2
UNIT 2: Beginning Consonant Sounds g, h, j, k ..... 5
UNIT 3: Beginning Consonant Sounds I, m, n, p ..... 8
UNIT 4: Beginning Consonant Sounds qu, r, s, t ..... 11
UNIT 5: Beginning Consonant Sounds v, w, y, z ..... 14
UNIT 6: Vowel a Sounds ..... 17
UNIT 7: Short Vowel Sound: i ..... 20
UNIT 8: Short Vowel Sound: u ..... 23
UNIT 9: Short Vowel Sound: o ..... 26
UNIT 10: Short Vowel Sound: e ..... 29
UNIT 11: Long Vowel Sound: a ..... 32
UNIT 12: Long Vowel Sound: i ..... 35
UNIT 13: Long Vowel Sound: u ..... 38
UNIT 14: Long Vowel Sound: 0 ..... 41
UNIT 15: Long Vowel Sound: e. ..... 44
UNIT 16: Consonant Blends: $\mathbf{r}$ blends ..... 47
UNIT 17: Consonant Blends: I blends ..... 50
UNIT 18: Consonant Blends: $\mathbf{s}$ blends ..... 53
UNIT 19: Consonant Digraphs: th, wh ..... 56
UNIT 20: Consonant Digraphs: sh, ch ..... 59
UNIT 21: $\mathbf{Y}$ and $\mathbf{W}$ as Vowels ..... 62
UNIT 22: Hard and Soft Sounds of $\mathbf{c}$ ..... 65
UNIT 23: Hard and Soft Sounds of $\mathbf{g}$ ..... 68
UNIT 24: Words with ar and or ..... 71
UNIT 25: Words with er, ir, and ur ..... 74
UNIT 26: Vowel Digraph: 00 ..... 77
UNIT 27: Vowel Digraph: ea ..... 80
UNIT 28: Vowel Digraphs: au and aw ..... 83
UNIT 29: Vowel Digraph: ei ..... 86
UNIT 30: Diphthongs: ou and ow ..... 89
UNIT 31: Diphthongs: oi and oy ..... 92
UNIT 32: Consonant Digraphs: ch and ck ..... 95
UNIT 33: Consonant Digraphs: kn, gn, wr, ph ..... 98
UNIT 34: Word Ending: -le ..... 101
UNIT 35: Suffixes: -s, -es, -ed, and -ing ..... 104
UNIT 36: More Suffixes ..... 107
Unit Final Test Forms ..... 110-127
Rules and Definitions ..... 128

## PREFACE

## Dear Teacher or Parent:

In this Book 3 of the Building Spelling Skills series, we seek to reinforce the spelling aspects of the primary phonetic concepts that were introduced and analyzed earlier in this series. In this volume, words are again grouped by various phonetic features, and 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.

This book also seeks to build vocabulary. This is done in two primary ways. First, the student is given the opportunity to use some spelling words in the context of sentences. Second, after the first few introductory units, each unit includes a lesson dealing with word meanings.

Furthermore, 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.

ALPHABET
Aa Bb Cc Dd En Ff Kg Ho Ii Jj Mk LI Mm


CURSIVE ALPHABET
Arab lo Dd Eel
Ff $\operatorname{Hg}$ Ah di $\mathrm{Ij}_{\mathrm{j}}$
Kb Ll $M_{m} n_{n}$
$O_{\sigma} P_{p} \quad 2 q \quad$ Rr
ss $\mathcal{J}_{t} U_{u} V_{v}$
Ww \%x by zzz

## LEARNING HOW TO SPELL WORDS


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.

$$
\star * * * *
$$

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 Beginning Consonant Sounds: B, C, D, F 

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

| barn | cattle | dress | forty |
| :--- | :--- | :--- | :--- |
| butter | cake | desk | fancy |
| basket | captain | dial | fence |
| baker | camel | deer | funnel |
| bread | cookie | diver | football |

## LESSON 1

1. Finish these sentences with list words.
a. The farmer keeps his $\qquad$ in a $\qquad$ .
b. I do my school work at my $\qquad$ .
c. The chief officer on a ship is the $\qquad$ .
d. Nick's favorite sport is $\qquad$ .

## LESSON 2

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

## LESSON 3

1. What are the beginning consonant sounds for the names of these pictures?

Write all list words that have the same beginning sound under the correct picture.


$\qquad$
$\qquad$
--------------------
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
2. Draw a line between a word on the left and a word on the right that goes with it. Write the words.
$\qquad$ bread dress
$\qquad$
$\qquad$

## LESSON 4

1. Choose a word from those in the boxes to finish these sentences.

Circle the correct word; then write it in the sentence.

| My dad is | years old. | baker forty <br> fancy |
| :---: | :---: | :---: |


| The ranch hands built a <br> the horses. | funnel <br> diver <br> fence |
| :--- | :--- |


| The young fawn grew to be a strong |
| :--- | :--- | :--- |
| with large antlers. |


| A |
| :--- | :--- |
| back and is usually found in desert areas. |$\quad$| deer |
| :--- |
| camel |
| cookie |


| The | diver <br> butter <br> barn |
| :---: | :---: |


| Mother baked a loaf of | cookie bread baker |
| :---: | :---: |


| George used a | football <br> basket <br> funnel |
| :--- | :--- | :--- |

2. Take your first practice test on all words in the Unit 1 word list.

## LESSON 5

Review your word list and take your final test. Write the words in the spaces provided at the back of this book. Ask for God's help before your test.

## UNIT 26 Vowel Digraph 00



Study these list words, using the study plan on page 1.
toothbrush groove woodwork football moose bookmark footloose toolbox stool hoof caboose booth boots hooves goodwill moonbeam proof bloody floodlight ooze

## LESSON 1

1. Finish these sentences with list words.
a. A soft $\qquad$ shone through my window last night.
b. Bob watches a $\qquad$ game on TV each Monday night.
c. If you use Dad's tools, return them to the $\qquad$ .
d. The angel said, "Peace on earth, $\qquad$ toward men..."

## LESSON 2

1. Study the word list for Unit 26. Understand the meaning of each word.
2. Write each word twice on separate paper.

## LESSON 3

1. Write all your Unit 26 list words in the spaces below. Circle every 00 vowel digraph.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
---------------------
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

----------------- -
$\qquad$
$\qquad$
$\qquad$
$\qquad$
-----------------------

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

The vowel digraph oo spells three sounds:

> 00 in "boots" = the sound of long u in "rule" 00 in "goodwill" = the sound of short u in "put" 00 in "bloody" = the sound of short u in "shut"
2. Read these $\mathbf{0 0}$ words. Write some list words under them that have the same sound of 00.

## took

spoon
flood
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## LESSON 4

1. Circle a word in the box (right) that fits the meaning. Write the circled word.

| Free to do as you please | $\ldots$ | footloose <br> goodwill <br> ooze |
| :--- | :--- | :--- |



| To seep or flow out slowly | $\ldots \ldots . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ~$ | ooze <br> groove <br> hoof |
| :--- | :--- | :--- |


| Evidence that proves the |  | proof <br> hooves <br> hoof |
| :--- | :--- | :--- |


| The hard covering on the feet <br> of animals such as cows, <br> deer, sheep, and horses |  | hoof <br> boots <br> groove |
| :--- | :--- | :--- |

2. Write a list word that has two different sounds of $\mathbf{o o}$.
3. Write two list words that name the singular and plural of horses' feet.
4. Write a list word that names a kind of tall chair.
5. Write a list word that names an object you use to find a place in a book you are reading.
6. Take your first practice test on all words in the Unit 26 word list.

## LESSON 5

Review your word list and take your final test. Write the words in the spaces provided at the back of this book. Pray for God's help with your test.

