

Building Spelling Skills

Book 6



Written by **Garry J. Moes**

Second Edition
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PREFACE

Dear Teacher or Parent:

In **Book 6** of the *Building Spelling Skills* series, students are led through an examination of the great diversity and variation in spellings of the rich sounds of the English language. This is shown through studies of vowels, consonants, consonant combinations, prefixes, suffixes, synonyms, homonyms, antonyms, irregularities, and exceptions. Students are again given numerous opportunities to write and rewrite the words in each Unit Word List. Extensive practice, in the form of repetitive writing of the selected words, is a major tool in learning to spell English words.

This book also seeks to build vocabulary. To this end, the student is given opportunity to use some spelling words in the context of sentences. Because many of the words in each unit are more advanced in difficulty, students are encouraged to make extensive use of the dictionary and thesaurus to understand precise meanings and usages. The final lesson in each unit is designed to highlight internal word components and the arrangement of key spelling features of the unit's list words.

Various word games and puzzles are included in most units. These are intended to guide the student into carefully recognizing the arrangement of letters and/or syllables in selected list words, an exercise which 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 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

Spelling Long

a

LESSON 1

Study these list words using
the study plan on [page 1](#).

LESSON 2 VOCABULARY / DICTIONARY

Use these list words in sentences. Consult a dictionary, if necessary, to understand their meanings. You may use any *tense* (*past*, *present*, or *future*) of **verbs**, either *singular* or *plural forms* of **nouns**, and *comparative* (**-er**) or *superlative* (**-est**) forms of **adjectives** and **adverbs**, if you are careful to spell these alternative forms correctly.

chaise _____

quaint _____

skein _____

glaze _____

plague _____

whey _____

crayfish _____

brace
glaze
crazy
plague
quaint
frail
maim
strain
chaise
bray

portray
crayfish
playmate
skein
freight
they
whey
break
greatness
gauge

LESSON 3

FOUNDATIONS

Write each of your list words three times on a separate sheet of paper.

FINER THINGS

Complete these sentences with list words.



1. The elderly woman seems quite _____ after her long illness.
2. Skydiving seemed like a _____ idea to Jenna until she actually tried it.
3. Mom coated the roast duck with a _____ of orange sauce.
4. My little brother was lonesome when his _____ had to stay indoors due to illness last week.
5. Grandma needed another _____ of yarn to finish her knitting.
6. The couple relaxed on _____ lounges (chairs) on the ship's deck as a tropical breeze caressed the vessel.
7. Pharaoh allowed the Israelites to leave Egypt after the tenth _____ brought death to the firstborn of the Egyptians.
8. Alex will _____ Abraham Lincoln in the Presidents' Day pageant.
9. Brittany thought curds and _____ might be an acceptable lunch for Little Miss Muffit, but she would prefer macaroni and cheese.
10. The purpose of a righteous war is not simply to kill and _____ the enemy, but to bring about justice and peace.
11. On our vacation in Maine, we visited a _____ village with ornate houses and picturesque shops.
12. The car's gasoline _____ indicated it was time to refuel.

LESSON 4

TAKING STOCK

Take your first practice test on all words in the Unit 1 word list. Write the words on a separate sheet of paper as they are read to you. Write any words you misspelled on your practice test five times on another sheet.

WHAT'S IN A WORD?

The **long a** sound may be spelled at least seven different ways. Write list words with each of these spellings. Earn bonus points by writing non-list words in the unused blanks.

a

ai

ay

ei

ey

ea

au

RESEARCH
*Answer these
questions on paper:*

1. Which spellings of **long a** follow the long-vowel phonics rule?
2. Which are vowel digraphs?
3. What is the long vowel rule?
What is a vowel digraph?

LESSON 5

TESTING . . . TESTING . . .

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

UNIT 27

Suffix Rule One Exceptions

LESSON 1

Study these list words using the study plan on [page 1](#).

LESSON 2 VOCABULARY / DICTIONARY

Use these list words in sentences. Consult a dictionary, if necessary, to understand their meanings. You may use any *tense* (*past*, *present*, or *future*) of **verbs**, either *singular* or *plural forms* of **nouns**, and *comparative* (**-er**) or *superlative* (**-est**) forms of **adjectives** and **adverbs**, if you are careful to spell these alternative forms correctly.

changeable	shoeing
chargeable	toeing
manageable	agreeing
marriageable	agreeable
noticeable	fleeing
peaceable	freeing
serviceable	dyeing
traceable	singeing
advantageous	tingeing
courageous	hoeing

agreeable _____

changeable _____

noticeable _____

toeing _____

fleeing _____

courageous _____

manageable _____



LESSON 3

FOUNDATIONS

Write each of your list words three times on a separate sheet of paper.

FINER THINGS

SUFFIX RULE ONE

Final **e** is dropped from a root word before adding a suffix beginning with a vowel.

EXCEPTIONS AND VARIATIONS

1. Words ending in **ce** or **ge** retain the final **e** before **-able** and **-ous** to keep the **c** or **g** soft.
2. Words ending in **oe** or **ee** retain the final **e** unless the suffix begins with **e**.
3. Some words retain the final **e** to preserve their identity and avoid confusion with similar words.

1. Combine these root words and suffixes.

notice + able _____	advantage + ous _____
manage + able _____	courage + ous _____
service + able _____	hoe + ing _____
marriage + able _____	toe + ing _____
change + able _____	shoe + ing _____
trace + able _____	agree + ing _____
charge + able _____	flee + ing _____
peace + able _____	free + ing _____

2. Write: **notable** (*note + able*) _____

Does the spelling follow **Rule One** or an exception? _____ **Rule** _____ **Exception**

Write: **noticeable** (*notice + able*) _____

Does the spelling follow **Rule One** or an exception? _____ **Rule** _____ **Exception**

3. Compare and contrast the spelling and meaning of these words.

die / dye
sing / singe
ting / tinge

Add **-ing** to all six of these words. Check a dictionary, if necessary. Use the preferred spelling in each case.

_____	_____
_____	_____
_____	_____

TAKING STOCK

WHAT'S IN A WORD?

ge

ce



oe

ye

LESSON 5

TESTING . . . TESTING . . .

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