### Building Spelling Skills

Book 6

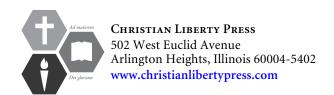


Written by Garry J. Moes

Second Edition

Copyright © 2018, 2011, 1993 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.



Author: Garry J. Moes

Layout and editing: Edward J. Shewan and Jodee Kulp

Copyediting: Diane C. Olson

Graphics: Jodee Kulp @ Graphics Arts Services, Brooklyn Park, MN, and ClickArt Incredible Image

Pak 65,000, copyright © 1996 T/Maker Company

Cover design: Bob Fine

Cover image: David Ponton; copyright © 2009 DesignPics

All Scripture quotations are from the Authorized Version (King James Version) of the Bible unless otherwise noted. Quotations designated (NIV) are from *Holy Bible, New International Version*, Copyright © 1984, 1978, 1973 by the International Bible Society. Used with permission of Zondervan Bible Publishers.

**ISBN:** 978-1-935796-06-0 (print)

978-1-629820-85-9 (eBook PDF)

#### **TABLE OF CONTENTS**

PKEF	ACE	V
HAND	)WR	ITING CHARTvi
LEAR	NIN	G HOW TO SPELL WORDS1
UNIT	1:	Spelling Long a
UNIT	2:	Spelling the <b>a</b> Sounds5
UNIT	3:	Spelling the <b>e</b> Sounds8
UNIT	4:	Spelling the i Sound
UNIT	<b>5:</b>	Spelling the • Sound
UNIT	6:	Spelling the <b>u</b> Sound
UNIT	<b>7:</b>	Spelling the <b>er</b> Sound
UNIT	8:	Spelling the <b>s</b> Sound
UNIT	9:	Spelling the <b>k</b> Sound
UNIT	10:	Spelling the <b>sh</b> Sound
UNIT	11:	Tricky Trailers: -ar, -er, -or
UNIT	12:	Tricky Trailers: -ar, -er, -or
UNIT	13:	Tricky Trailers: -cal, -cle
UNIT	14:	Tricky Trailers: <b>-cy</b> , <b>-sy</b>
UNIT	15:	Tricky Trailers: <b>-ise</b> , <b>-ize</b> , <b>-yze</b>
UNIT	16:	Tricky Trailers: <b>-able</b> , <b>-ible</b>
UNIT	17:	Tricky Trailers: <b>-eous</b> , <b>-ious</b>
UNIT	18:	Tricky Trailers: <b>-ant</b> , <b>-ent</b>
UNIT	19:	Tricky Trailers: -cioustious

UNIT	20:	Tricky Trailers: -ance, -ence.	59
UNIT	21:	<b>a</b> , <b>e</b> , or <b>i</b>	62
UNIT	22:	<b>c</b> , <b>s</b> , or <b>sc</b>	65
UNIT	23:	Suffix Rule One	68
UNIT	24:	Suffix Rule Two	71
UNIT	<b>25:</b>	Suffix Rule Three	74
UNIT	<b>26:</b>	au, aw, ou, ow	77
UNIT	<b>27:</b>	Suffix Rule One Exceptions	80
UNIT	28:	Suffix Rule Two and Three Exceptions	83
UNIT	29:	per- or pur- / de- or di-	86
UNIT	30:	English Prefixes	89
UNIT	31:	Latin Prefixes	92
UNIT	<b>32:</b>	Latin Prefixes	95
UNIT	33:	Greek Prefixes	98
UNIT	34:	Discriminating Synonyms	101
UNIT	<b>35:</b>	Change of Accent	104
UNIT	36:	/ or //	107

#### **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.

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**

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.



### Spelling Long

a

#### **LESSON 1**

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

brace	portray
glaze	crayfish
crazy	playmate
plague	skein
quaint	freight
frail	they
maim	whey
strain	break
chaise	greatness
brav	gauge

#### **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.


#### **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.

#### **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.



#### TESTING . . . TESTING . . .

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

# **U**NIT **27**

Suffix Rule One Exceptions

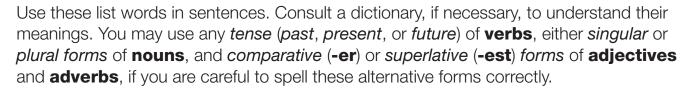
#### **LESSON 1**

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

changeable
chargeable
manageable
marriageable
noticeable
peaceable
serviceable
traceable
advantageous
courageous

shoeing
toeing
agreeing
agreeable
fleeing
freeing
dyeing
singeing
tingeing
hoeing

#### **LESSON 2 VOCABULARY / DICTIONARY**



agreeable	 	 
changeable		 
noticeable		
toeing		
fleeing		 
courageous		
manageable		

#### **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 + ab	le	advantage +	ous	
	manage + ab	le	courage +	ous	
	service + ab	le	hoe +	ing	
	marriage + ab	le	toe +	ing	
	change + ab	le	shoe +	ing	
	trace + ab	le	agree +	ing	
	charge + ab	le	flee +	ing	
	peace + ab	le	free +	ing	
2.	Write: notable (note	e + able)			
		ow <b>Rule One</b> or an ex		Rule	Exception
	Write: noticeable (	notice + able)			
	Does the spelling foll	ow <b>Rule One</b> or an exe	ception?	Rule	Exception
3.	Compare and contra	ast the spelling and me	aning of these we	ords.	
	die / dye sing / singe ting / tinge	Add <b>-ing</b> to all six of these words. Check a dictionary, if necessary. Use the preferred spelling in each case.			

#### **TAKING STOCK**

Take your first practice test on all words in the Unit 27 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.

## **Write your list words WHAT'S IN A WORD?** in alphabetical order. Write list words whose root words have these endings. **LESSON 5**

#### TESTING . . . TESTING . . .

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