

Building Spelling Skills

BOOK 2

— SECOND EDITION —



ANSWER KEY

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INTRODUCTION

Christian Liberty Press has developed the *Building Spelling Skills* series, which we believe will be very useful in teaching children how to spell correctly. This series has three main objectives. The first goal is to improve a student's spelling ability by giving him all the necessary skills to learn a group of similar words. We also want to help the student increase his spelling ability by teaching the student skills that will enable him to learn words by himself. Finally, the series aims to help the student gain confidence in his spelling skills by giving him various activities to help him reach his full spelling potential.

Building Spelling Skills: Book 2 has thirty-six units; each unit has five lessons. In Lesson 1, the student is required to study the words from the unit word list. Lesson 2 requires the student to study rules pertaining to the word list and/or complete exercises using the unit word list. Lesson 3 requires students to write the unit word list. There are also other and occasional rules found in this lesson. In Lesson 4, the student will complete exercises designed to teach the pattern found in the word list. The student is required to take a practice test during this time. Finally, in Lesson 5, the student will take the final test. For the final test, the student must write the words from the word list in the space provided at the back of the workbook. The instructor should utilize the list of words found on pages 35–40 of this answer key when giving the student his practice and final tests. The instructor is also encouraged to read the author's comments on page 8 of the key before beginning Unit 10.

Teachers are required to grade the daily work and tests at the end of the workbook. To expedite the processing of students enrolled in the CLASS Administration Plan, instructors must grade all work and tests prior to returning the material to CLASS.

In addition to the exercises provided in the workbook, the teacher may wish to add other material to vary the student's work. This might include more crossword puzzles, word searches, games such as *Scrabble*, spelling bees, and expressing the words through pantomime or charades.

Writing exercises will help the student use the words in context and see the practical use of learning to spell, as well as encouraging creativity. You might want to start by having your student write sentences for words you have chosen from the list and then broaden this writing into paragraphs, and eventually whole stories. Teachers may try giving a topic or allowing the student to choose his own topic using as many words as possible from the week's list in a short story or poem. This will provide the student with extra practice using grammatical and spelling skills within the context of creative writing projects.

May the Lord richly bless your efforts as you seek to teach your student to be a good speller.

The Staff of Christian Liberty Press

UNIT LESSON KEY

UNIT 1

Pages 2–4

Lesson 2

fate	mine
are	tone
need	cube
men	boil

Lesson 3

1.	fate	pant	pin	bud
	are	need	tone	burn
	salt	men	who	put
	man	err	hot	boil
	hair	mine	cube	loud

2. fate
3. are
4. pant

Lesson 4

3. a. If you touch something hot you will burn your fingers.
b. The fire-drill signal makes a loud tone.
c. Men are usually not as *pretty* as women, but some men are *handsome*.
d. To cook oatmeal, you must boil salt water, then add the cereal.

UNIT 2

Pages 5–7

Lesson 2

have or lance	give
bare	prove
nerve	hut
next	bush

Lesson 3

1.	lane	lance	give	hut
	lark	here	note	fur
	horn	next	prove	bush
	have	nerve	doll	boy
	bare	wise	rude	cow

UNIT 27*Pages 80–82***Lesson 2****SUFFIXES**

The letters found below that are in **bold** type are the letters that should be circled by the student.

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

ROOT WORDS

hero	boy	state	fame
cash	tooth	govern	four
go	help	dark	grow
eat	slow	sad	safe
self	soft	sleep	sail

Lesson 3

1. The letters found below that are in **bold** type are the letters that should be circled by the student.

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

2. *Answers will vary.*

Lesson 4

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