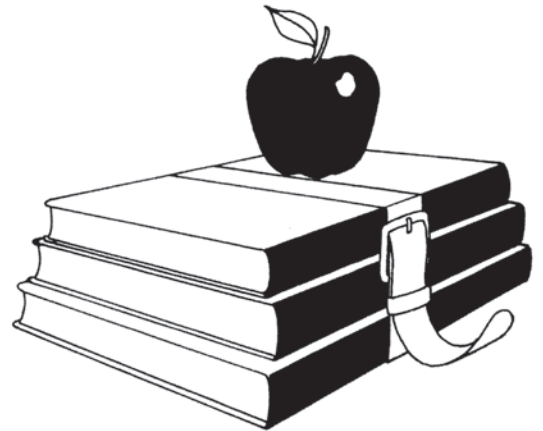


Building Spelling Skills

Copyright © 2010 Christian Liberty Press

Book 3



Written by *Garry J. Moes*

Copyright © 2010, 1992 by Christian Liberty Press
Second Edition, copyright © 2010 by Christian Liberty Press
2018 Printing

All rights reserved. No part of this workbook may be reproduced or transmitted in any form or by any means, electronic or mechanical, without written permission from the publisher. Brief quotations embodied in critical articles or reviews are permitted.

Copyright © 2010 Christian Liberty Press

A publication of

Christian Liberty Press

502 West Euclid Avenue

Arlington Heights, IL 60004

www.christianlibertypress.com

Written by Garry J. Moes

Layout and Editing by Jodee Kulp and Edward J. Shewan

Copyediting by Diane C. Olson

Graphics by Jodee Kulp @ Graphics Arts Services, Brooklyn Park, MN, and ClickArt Incredible Image Pak 65,000, copyright © 1996 T/Maker Company

Cover design by Bob Fine

Cover image by David Ponton, copyright © 2009 DesignPics

Back cover image by Chris Knorr, copyright © 2008 DesignPics

ISBN 978-1-935796-03-9 (print)

978-1-629820-79-8 (eBook PDF)

Printed in the United States of America

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 l, 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: o	41
UNIT 15: Long Vowel Sound: e	44
UNIT 16: Consonant Blends: r blends.....	47

UNIT 17: Consonant Blends: l blends	50
UNIT 18: Consonant Blends: s blends	53
UNIT 19: Consonant Digraphs: th, wh	56
UNIT 20: Consonant Digraphs: sh, ch	59
UNIT 21: Y and W as Vowels	62
UNIT 22: Hard and Soft Sounds of c	65
UNIT 23: Hard and Soft Sounds of g	68
UNIT 24: Words with ar and or	71
UNIT 25: Words with ar, ir, and ur	74
UNIT 26: Vowel Digraph: oo	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	129

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.

INTRODUCTION

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

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 _____ in a _____.

b. I do my school work at my _____.

c. The chief officer on a ship is the _____.

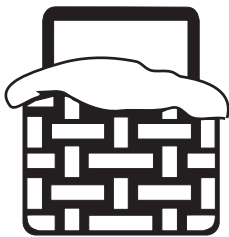
d. Nick's favorite sport is _____.

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.



2. Draw a line between a word on the left and a word on the right that goes with it. Write the words.

bread dress

fancy butter

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 fancy
----------------------------	-------------------------

The ranch hands built a _____ to keep in the horses.	funnel diver fence
--	--------------------------

The young fawn grew to be a strong _____ with large antlers.	deer camel baker
--	------------------------

A _____ is an animal with humps on its back and is usually found in desert areas.	deer camel cookie
---	-------------------------

The _____ jumped gracefully into the pool.	diver butter barn
--	-------------------------

Mother baked a loaf of _____.	cookie bread baker
-------------------------------	--------------------------

George used a _____ to pour gasoline into his lawn mower's gas tank.	football basket funnel
--	------------------------------

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

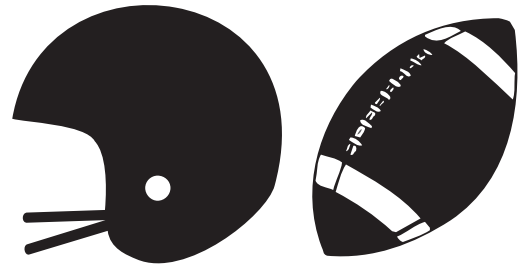
LESSON 5

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

oo



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 _____ shone through my window last night.
- _____
-
- b. Bob watches a _____ game on TV each Monday night.
- _____
-
- c. If you use Dad's tools, return them to the _____ .
- _____
-
- d. The angel said, "Peace on earth, _____ 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 **oo** vowel digraph.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____
-----	-----	-----	-----

The vowel digraph oo spells three sounds:

oo in “boots” = the sound of long u in “rule”

oo in “goodwill” = the sound of short u in “put”

oo in “bloody” = the sound of short u in “shut”

2. Read these **oo** words. Write some list words under them that have the same sound of **oo**.

took

spoon

flood

_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----
_____	_____	_____
-----	-----	-----

LESSON 4

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

Free to do as you please	_____	footloose goodwill ooze
Kindness towards others; cheerful willingness	_____	footloose ooze goodwill
To seep or flow out slowly	_____	ooze groove hoof
Evidence that proves the truth of something	_____	proof hooves hoof
The hard covering on the feet of animals such as cows, deer, sheep, and horses	_____	hoof boots groove

- Write a list word that has two different sounds of **oo**. _____
- Write two list words that name the singular and plural of horses' feet. _____
- Write a list word that names a kind of tall chair. _____
- Write a list word that names an object you use to find a place in a book you are reading. _____
- 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.