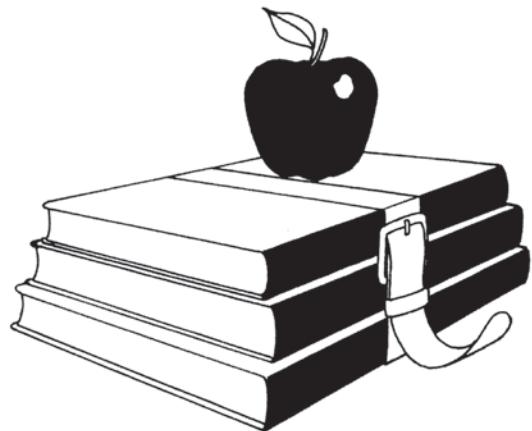


Building Spelling Skills

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Book 3



Written by Garry J. Moes

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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 _____.

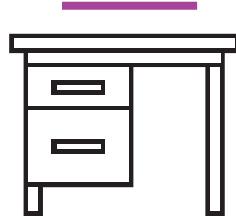
LESSON 2

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

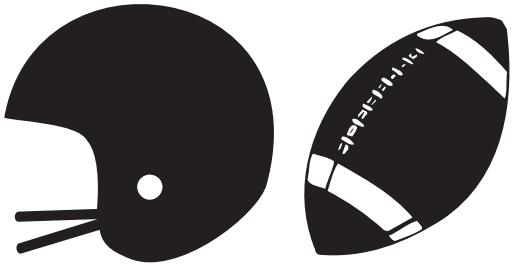
2. Take your first practice test on all words in the Unit 1 word list.

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

2. Write a list word that has two different sounds of **oo**. _____
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.