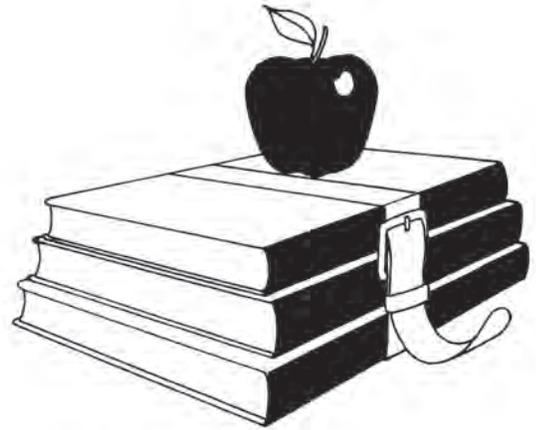


Building Spelling Skills

Book 4



Written by Garry J. Moes

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PREFACE

Dear Teacher or Parent:

In a day and age when standards and rules are often considered obstacles to creativity and freedom of expression, a reliance on rules in academic pursuits may be viewed by some as outmoded and destructive.

Spelling the words of the English language, however, if taken seriously, must take account of standard rules. At the same time, it is recognized that American English has had a wide variety of influences and thus is difficult to force into consistent molds. The author and editors believe it is helpful for students to comprehend the basic rules of spelling, and therefore this book provides a Spelling Guide for each unit. Students who have learned a few simple rules will be able to understand how to correctly spell thousands of words. For these words, as well as the many exceptions, the practice of repeated writing of spelling words will imprint precise spelling into the mind of the student.

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.

May the Lord bless you with success as you train students for His glory!

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

Word Endings



VOTE

LESSON 1 Vocabulary

Election Time

Circle the list words in these sentences.
Spell the list words aloud. Write the sentences on a separate sheet of paper.

1. Our nation chooses its leaders by a vote of the people, which is called an election.
2. Citizens vote using a secret ballot.
3. In a democracy, the majority rules.
4. When a candidate wins more votes than all other candidates, he has a plurality.
5. A political campaign may include rallies, speeches, and a debate.
6. A pollster is someone who tries to find out how people will be voting.
7. Each party holds a meeting or convention.



Word List

nation
motion
donation
mention
subtraction
multiplication
addition
convention
vacation
election
candidate
political
ballot
campaign
pollster
voting
debate
plurality
majority
conversation

LESSON 2 Practice

1. Study the word list for Unit 1. Understand the meaning of each word.
2. Write each word twice on separate paper.

LESSON 3 Spelling Guide

The suffixes **-tion** and **-ion** may be added to base words to create a noun form. The base word must often be changed before adding the suffix.

1. Write the list words out of the following base words and suffixes **-tion** or **-ion**.

multiply + ca + tion

vacate + ion

donate + ion

elect + ion

subtract + ion

convene + tion

add + i + tion

move + tion



2. Thinking about spelling.
 - a. How did you change the word **multiply** before adding the suffix?
 - b. How did you change the words **donate**, **vacate**, and **convene** before adding the suffix?
 - c. How did you change the word **move** before adding the suffix?
3. Write all the words in your word list one more time on a separate paper.

LESSON 4 Exercise

1. Study the ten words from your Unit 1 list printed at the right. Write the correct words to fit the following clues.

a. A way of choosing people to be leaders

b. A person seeking office, a contestant

c. A card or paper on which to mark choices in an election

d. Having to do with politics

e. Someone who tries to find out people's opinions

f. An effort to become elected, a crusade

g. A discussion of different ideas

h. Making choices in an election

i. More than one half of the votes

j. More votes than any of the others

**Choose
one of
these
words
for this
exercise.**

election
political
candidate
ballot
campaign
pollster
voting
debate
majority
plurality

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. Pray for God's help before you take the test.

UNIT 25

Word Endings



LESSON 1 Vocabulary

What and Who

Circle the list words in these sentences. Spell the list words aloud. Write the sentences on a separate sheet of paper.

1. The dentist's assistant handed him the tools he needed to clean my teeth.
2. The old mountaineer lived in a log cabin high in the Rockies.
3. The parking lot attendant collected fees from all drivers as they entered.
4. Jack is a resident of Minnesota and likes to go fishing.
5. Wildflowers were abundant in the sunny meadow.
6. Always do your most important work first.
7. George has been an excellent employee.

Word List

employee
addressee
absentee
devotee
payee
mountaineer
puppeteer
engineer
volunteer
assistant
accountant
defendant
attendant
merchant
resident
frequent
excellent
abundant
important
lubricant

LESSON 2 Practice

1. Study the word list for Unit 25. Understand the meaning of each word.
2. Write each word twice on separate paper.

LESSON 3 Spelling Guide

The noun suffixes **-ee**, **-eer**, **-ent**, and **-ant** usually mean “one who.”

The adjective suffixes **-ent** and **-ant** usually mean “that which.”

1. Write list words to fit these meanings.

_____ One who controls puppets

_____ One who works for wages

_____ One who assists

_____ One who works for free

_____ One who is defended

_____ That which is plentiful

_____ That which matters

_____ That which lubricates

_____ That which happens often

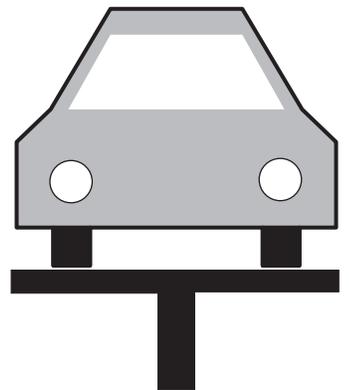
_____ One who is addressed

_____ One who is paid

_____ One who keeps accounts of money

_____ One who buys and sells goods

_____ One who is devoted to someone or something



2. Write all the words in your word list one more time on a separate paper.

LESSON 4 Exercise

1. Write list words to fit these meanings.

- _____ One who lives in or climbs mountains
_____ That which is exceptionally fine or good
_____ One who is not present
_____ One who controls an engine
_____ One who attends another to provide service
_____ One whose home is in a particular place



2. Complete these sentences with list words.

- a. If you climbed mountains in Glacier National Park, you would be a _____.
- b. If you were a teacher, you would be an _____ of a school.
- c. If you lived in Paris, you would be a _____ of France.
- d. If you give your time to an organization for free, you would be considered a _____.
- e. If it rains *every day* in the jungle, you could say that rain is a _____ occurrence there.
- f. If a great *amount* of rain falls in the jungle, you could say that the rainfall is _____ there.
- g. If your name and address are on a letter you receive, you are the _____.



3. Take your first practice test on all the words in Unit 25 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 God to help you with your test.