

dr bl  
sp

*For Christian Schools*

th sh ch

# SPELLING

By Sound and Structure

star  
stars

ask  
asked  
asking

riv er  
a round

2

*For Christian Schools*

# SPELLING

By Sound and Structure

2

## Table of Contents

The Role of Spelling in a Language . . . . .	T2
Spelling and the Alphabetic Principle . . . . .	T3
Word Lists for Spelling . . . . .	T6
Organization of <i>Spelling by Sound and Structure</i> . . . . .	T7
The Weekly Lesson Plan . . . . .	T8
Speed Drills . . . . .	T9
Weekly Spelling Tests . . . . .	T10
Review Tests . . . . .	T10
Introducing the Lessons . . . . .	T11
Bibliography . . . . .	T22
Test Sentences . . . . .	T23
Word List . . . . .	T30

# THE ROLE OF SPELLING IN A LANGUAGE

Oral communication—speaking—is the easiest and most frequently used method of communication. But oral communication has two notable limitations. Number one: It is limited by space. In the absence of electronic devices like the microphone and the telephone, a speaker's thoughts go no farther than to people within the range of his voice. Number two: Oral communication is limited by time. Without some modern invention like the tape recorder, oral communication ceases when the sound waves of a certain act of speech have ceased.

God has endowed man with a means of communication that surmounts these limitations of space and time. God gave man the ability to write. A written message can be read and understood by people miles away and by people living years after it is written.

## What Characterizes a Written Language?

If writing is to communicate, the writer must follow defined patterns or acceptable practices. For example, a written language has grammar patterns; it has punctuation patterns; and it has spelling patterns. One spelling pattern or practice is this: a short *e* sound at the beginning of a word is generally written as *e*, not *ea*. One person cannot write about the *phloar* and expect another person to know that he means the same thing that that person does when he writes *floor*. If writing is to communicate, words must have standard spellings.

A written language is characterized by system, and spelling is a vital part of that system.

## How Are Spelling and Reading Related?

What do spelling and reading have in common? How do they differ?

Mastering a language involves developing four related yet separate vocabularies. Even before a child can talk, he begins to understand the meaning of words that are spoken to him. These words that he understands are his *listening vocabulary*. Then as the child begins to speak and to convey his thoughts in spoken words, he develops his *speaking vocabulary*. Each month and year the number of words the child knows in each vocabulary increases. But generally throughout life the listening vocabulary remains larger than the speaking vocabulary. A person understands more words that he hears than what he himself uses to relate thoughts to others.

By the age of six or seven, most children begin to develop two more vocabularies—a *reading vocabulary* and a *writing vocabulary*. Of course, these four vocabularies overlap—for most adults the words *knock* and *syrup* and *protect* are in all four of their vocabularies. Just as the listening vocabulary is larger than the speaking vocabulary, the reading vocabulary for most people is larger than the writing vocabulary. Most people are able to comprehend more words related to a certain subject when they hear or read about that subject than what they are able to use when they speak or write about it.

Reading and spelling are language processes that use the reading and writing vocabularies. Reading is a decoding process—starting with the written word and translating it into its oral form. Spelling is an encoding process—starting with an oral word and changing it into its written form.

In order to teach spelling effectively, the teacher must understand this basic difference between reading and spelling. Reading is moving from letters to sounds. Spelling is moving from sounds to letters. The *Spelling by Sound and Structure* series is written on this premise.

## How Does This Relationship Affect a Spelling Course?

A phonetic approach to reading is a superior method for teaching reading: notice the letters in the word, and sound them out in the same order they are given. But for spelling, we must reverse that process. We first hear the sounds, and then we write the letters. For example, reading phonetically says that the letters *o*, *o-e*, *oa*, and *ow* can all have the /ō/ sound. Spelling phonetically says that the /ō/ sound can be spelled with the letters *o*, *o-e*, *oa*, and *ow*. Reading phonetically says that when you see the letters *ay* at the end of a word, say /ā/. Spelling phonetically says that when you hear /ā/ at the end of a word, write *ay*.\*

Along with that, spelling as a decoding process affects how words are grouped for study. Reading would compare *hug* and *huge*: a final letter *g* is pronounced /g/, and the letter *g* followed by a final letter *e* is pronounced /j/. Spelling compares *hedge* and *huge*: a final /j/ sound after a short vowel sound is spelled *dge*, and a final /j/ sound after a long vowel sound is spelled *ge*.

\* A letter within slash marks indicates a phonetic sound rather than the letter name. For example, /f/ is the phonetic symbol for the first sound heard in phrase and forest and the last sound in graph.

*For Christian Schools*

# SPELLING

By Sound and Structure

2

**Rod and Staff Publishers, Inc.**

P.O. Box 3, Hwy. 172

Crockett, Kentucky 41413

Telephone: 606-522-4348

## Acknowledgments

We acknowledge the everlasting God, the Lord, beside whom there is none else. His blessing made the writing and publishing of this book possible.

To the following persons, we express gratitude: the writer, Rachel K. Weaver; the editor, Marvin Eicher; the reviewers, Julia Torkelson, Joan Wenger, Isaac Martin, and Loyal Troyer. For the illustrating, appreciation is given to Edith Burkholder.

We are indebted to numerous people who assisted in the work by helping in related projects along the way, by providing finances, by encouraging those working most directly with it, and by interceding in prayer for the work.

We are grateful to the writers and publishers of the materials we consulted for reference in preparing this book—various word lists, reports on research, instruction in teaching spelling, and other spelling series.

—*The Publishers*

Teacher's Edition, copyright, 1986

**Copyright 1985**

**By Rod and Staff Publishers, Inc.  
Crockett, Kentucky 41413**

Printed in U.S.A.

ISBN 978-07399-0571-5

Catalog no. 16221

18 19 20 21 — 21 20 19 18 17 16 15 14 13

ISBN 978-07399-0572-2

Catalog no. 16291

16 16 17 18 — 21 20 19 18 17 16 15 14 13

# Table of Contents

Lesson	Page
1. Beginning Sounds . . . . .	4
2. Second Sounds . . . . .	6
3. Beginning Sounds . . . . .	8
4. Ending Sounds . . . . .	10
5. Beginning Consonant Blends . . . . .	12
6. Review . . . . .	14
7. Short Vowel Sounds . . . . .	16
8. Beginning Consonant Digraphs . . . . .	18
9. Ending Consonant Digraphs . . . . .	20
10. Short Vowel Sounds . . . . .	22
11. Long Vowel Sounds . . . . .	24
12. Review . . . . .	26
13. Plural Nouns . . . . .	28
14. Plural Nouns . . . . .	30
15. Verbs With the Suffix <b>-ed</b> . . . . .	32
16. Verbs With the Suffix <b>-ing</b> . . . . .	34
17. Syllables . . . . .	36
18. Review . . . . .	38
19. Long Vowel Sounds . . . . .	40
20. Long Vowel Sounds . . . . .	42
21. Spelling /oo/ and /ōō/ . . . . .	44
22. Verbs With the Suffix <b>-s</b> . . . . .	46
23. Spelling /ér/ . . . . .	48
24. Review . . . . .	50
25. Spelling /k/ . . . . .	52
26. Spelling /s/ . . . . .	54
27. Spelling /hw/ and /w/ . . . . .	56
28. Words That Compare . . . . .	58
29. Words With Double Consonants . . . . .	60
30. Review . . . . .	62
31. Plural Nouns . . . . .	64
32. Verbs With the Suffixes <b>-ed</b> and <b>-ing</b> . . . . .	66
33. Syllables . . . . .	68
34. Review . . . . .	70

# LESSON 1

See Introductions, page T11;  
Test Sentences, page T23.

## Purpose

To teach the pupil to hear the first sound in a word, and to teach how to spell consonant sounds at the beginning of words.

cap  
ten  
days  
word  
rain  
big  
hat  
sick  
fat  
yes  
cake  
pig



## PART A

Write spelling words in the blanks.

1. It has four legs.
2. It falls from the sky.
3. It is good to eat.
4. It is one more than nine.
5. There are seven of these in one week.
6. It means the opposite of **no**.

1.     pig                          4.     ten    

2.     rain                          5.     days    

3.     cake                          6.     yes    

7. Read this sentence.

The boy wears a \_\_\_\_\_ on his head.

We could put spelling words in the sentence.

The boy wears a **cap** on his head.

The boy wears a **hat** on his head.

What spelling words could fit in this sentence?



We saw a \_\_\_\_\_ dog.

    big                              sick                              fat

## PART B

1. Say the names of these pictures. Listen for the first sound in each word.



Which spelling word begins with the same sound that begins  and ?

big

The letter **b** spells the first sound.

2. Say the name of each picture.

Write the spelling word that begins with the same sound. On the short line write the letter that spells the first sound.



days

d



fat

f



hat

h



pig

p



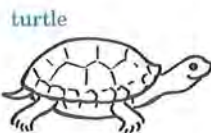
rain

r



sick

s



ten

t



word

w



yes

y

3. Write the spelling words that name these pictures.



cap



cake

What letter spells the first sound?

c

4. Write **ten**. Then write other words by changing the first letter to **m**, **p**, and **h**.

ten

pen

men

hen



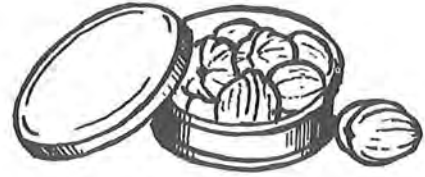
# LESSON 2

See Introductions, page T11;  
Test Sentences, page T23.

## Purpose

To teach the pupil to hear the second sound in a word, and to teach common spellings of short vowel sounds.

top  
can  
bell  
nut  
tip  
man  
but  
yet  
doll  
cat  
bill  
his



## PART A

Write spelling words in the blanks.

1. It has a shell on the outside.
2. The teacher rings this.
3. A bird uses this to get his food.
4. You write with this part of the pencil.
5. We can buy paint in this at the store.
6. It means the opposite of **bottom**.

1. nut 4. tip

2. bell 5. can

3. bill 6. top

7. Which spelling word fits in this sentence?  
Joseph feeds \_\_\_\_\_ dog every day.

his

8. What spelling words could fit in this sentence?

The \_\_\_\_\_ has two shining eyes.

man doll cat

# LESSON 28

See Introductions, page T20;  
Test Sentences, page T26.

Purpose  
To teach the use of the *-er*  
and *-est* suffixes to form  
words that compare.



higher  
highest  
bigger  
dark  
warmer  
harder  
larger  
much  
more  
most  
better  
best

## PART A

Write spelling words that mean the opposite of these words.

- |           |           |
|-----------|-----------|
| 1. softer | 5. lowest |
| 2. lower  | 6. worse  |
| 3. light  | 7. worst  |
| 4. cooler | 8. less   |

1. harder 5. highest

2. higher 6. better

3. dark 7. best

4. warmer 8. more

9. Which words mean the opposite of **smaller**?

bigger larger

10. The Bible is the \_\_\_\_\_ Book of all.

11. We love God \_\_\_\_\_ of all.

10. best 11. most

## PART B

1. Write **warm** and **hard**. Beside them write spelling words that are forms of these words.

warm      warmer

hard      harder

What two letters are added as a suffix to **warm** and **hard**?

er

2. What spelling words are forms of **high**?

higher      highest

What suffixes are added to **high**?

er      est

3. Write **dark**. Then write other words by adding **er** and **est**.

dark      darkest

darker

4. Write **big**. Write the spelling word that is a form of **big**.

big      bigger

Circle **g** and **gg** in the words.

5. Write **large**. Write the spelling word that is a form of **large**.

large      larger

Circle the **e** in **large** that you dropped to add **er**.

6. Write **much**, **more**, and **most**.

Our town had much rain.

Frytown had more rain than we did. Of all the places we heard about, Oakland had the

most rain.

7. Write **better** and **best**.

Love is better than gold.

Jesus is our best friend.

Sample

2

ISBN 978-07399-0572-2



9 780739 905722