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The Scripture quoted in Apples 2 were taken from either the King James Version, the New King James Version, the English Standard Version, or the New International Version.

Waiver of Responsibility

Using **Apples 2** is not a guarantee that the user will become a great speller. It is important to use **Apples 2** in conjunction with individual course work. I encourage the user to read, read, read. Using **Apples 2** in conjunction with lots of reading *will help* to cement spelling rules in the mind of the user.

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Apples 2
Daily Spelling Drills
For Secondary Students

By Susan Kemmerer

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Introduction

Do you have a student who can't remember how to spell the most simple words? You go over the spellings again and again, but within a day he's making mistakes again! His spelling tests are a disaster, and his spelling lists just keep getting longer and longer until they threaten to overwhelm! You know he's not stupid...but when it comes to spelling...well, let's just say he's challenged. If you could take him back through elementary phonics, you would - but he would be insulted by the childish work.

Enter....Apples 2, Daily Spelling Drills for Secondary Students!

Apples 2 simply presents approximately one spelling rule each week, encompassing many of the most important spelling rules. Apples 2 does *not* dwell on the many exceptions to the rules (although there are notes provided in the back of the book explaining the exceptions). You see, if your student is a poor speller, spelling exceptions are just more confusing!

In Apples 2, spelling exceptions are presented in *separate* drills rather than as exceptions to the rules. This will help eliminate confusion and will help the student to concentrate on the many words that *do* follow the rules, while at the same time teaching them the odd spellings separately.

Apples 2 will help your student to become a more proficient speller by helping him through simple, short, daily drills to memorize the rules. No lists, no tests. Your student simply completes one Apple 2 each day. Every tenth day is a review of previously-learned rules. And the answer key is conveniently provided in the back of the book.

If you have a poor speller, he will probably always struggle in this area - but Apples 2 will keep phonics rules fresh in his mind and give him some of the tools he'll need to improve.

And last, but by no means least, Apples 2 helps the student to apply the rules by completing Scripture, puzzles, and sentences, encouraging him in his faith as well in his academics.

Remember: an *Apple* a day will help to keep your spelling woes at bay!



Helps

Exceptions: As you know, every spelling rule has exceptions. To a poor speller, exceptions just make spelling even more confusing! For this reason *Apples 2* does not present spelling exceptions as part of the drills. Rather, *Apples 2* shows the student the many words that *do* follow the rules. If your student is doing well with the *rules*, you may choose to have him read the *exceptions* to the rules in the notes in the back of this book. (The exceptions to each rule are presented separately along with the appropriate lesson numbers for easy reference.) If, however, he is still struggling with a rule, you may choose to forego presenting the exceptions until he is more comfortable with the rule.

Bible versions: In creating drills for *Apples 2*, we used four Bible versions: King James Version, New King James Version, English Standard Version, and New International Version. We picked the version which used the words/rules being studied. We realize that not everyone has all four versions. As *Apples 2* is not intended as a Bible study, we suggest that you don't bog your student down with looking up references in four versions. Here are our suggestions:

- Tell your student that *most of the answers will be obvious* (each drill contains a word box or list to draw from).
- Those answers that aren't obvious can usually be figured out through the *process of elimination*.
- Those few that are left can easily be *looked up in the answer key*. This is actually *encouraged*, as copying words is an excellent spelling exercise.

Remember: *Apples 2* is intended to be quick and easy to use (no more than ten minutes each day). By keeping it simple, *Apples 2* minimizes stress in spelling, which enhances learning.



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Clue: The long -o sound in the *middle* of a word is usually spelled one of two ways:

- An ___ with a silent ___ on the end (as in *hope*).
- An _____ (as in *coat*).

If the word *ends* with a long -o sound, it is usually spelled with an -___ (as in *snow*). Occasionally it is spelled with an -___ (as in *go* and *no*) or an -___ (as in *toe*).

Fill in the Scriptures with -oa- words.

bemoan	coasting	foams	oar
cloak	coat	goads	oath
coal	foal	goat	

1. Acts 27:8 “_____ along it with difficulty, we came to a place called Fair Havens...”
2. Isaiah 6:6 “One of the seraphim flew to me, having in his hand a burning _____.”
3. Matthew 5:40 “And if any man will sue thee at the law, and take away thy _____, let him have thy _____ also.”
4. Ecclesiastes 12:11 “The words of the wise are like _____.”
5. Leviticus 16: 15 “Then he shall kill the _____ of the sin offering that is for the people...”
6. Nahum 3:7 “Who will _____ her?”
7. Hebrews 7:21 “This one was made a priest with an _____.”
8. Eze. 27:29 “From their ships come all who handle the _____.”
9. Matthew 21:5 “Behold, your king is coming to you, humble, and mounted on...the _____ of a beast of burden.”
10. Lk. 9:39 “It convulses him so that he _____ at the mouth.”

Day 56



Clue: The long -o sound in the *middle* of a word is usually spelled one of two ways:

- An ___ with a silent ___ on the end (as in *hope*).
- An _____ (as in *coat*).

If the word *ends* with a long -o sound, it is usually spelled with an -___ (as in *snow*). Occasionally it is spelled with an -___ (as in *go* and *no*) or an -___ (as in *toe*).

Complete the clues below with -oa- words, then find those words in the word search puzzle. Answers may be horizontal, diagonal, vertical, forward or backward.

- | | |
|--------------------------|-----------------------------|
| 1. Wandering: _____ | 9. Bragging: _____ |
| 2. What cork does: _____ | 10. Beef cut: _____ |
| 3. Malicious win: _____ | 11. Soccer score: _____ |
| 4. Street: _____ | 12. Mill stone sound: _____ |
| 5. What eagles do: _____ | 13. Lion sound: _____ |
| 6. To beg: _____ | 14. Cooked bread: _____ |
| 7. Bread: _____ | 15. Sound of pain: _____ |
| 8. Totally wet: _____ | 16. Hot cereal: _____ |

q	w	e	r	t	y	u	i	o	p	a	o	s
s	d	f	g	h	j	k	l	l	z	x	a	c
r	o	a	r	c	v	d	b	n	m	q	t	w
e	r	t	t	y	u	e	i	n	a	o	m	j
j	b	k	l	s	z	k	x	c	v	b	e	f
c	o	a	x	n	a	a	m	t	q	r	a	w
e	a	r	t	y	u	o	i	a	o	o	l	p
a	s	d	s	f	g	s	r	o	l	a	h	t
j	t	k	o	p	t	l	z	l	x	d	c	o
v	i	r	o	a	m	i	n	g	b	n	m	a
q	n	s	o	a	r	w	e	o	r	t	y	s
u	g	l	p	i	o	a	s	a	d	f	g	t
h	f	n	a	o	r	g	j	l	k	l	z	x

boasting	goal	oatmeal	roast
coax	groan	road	soaked
floats	loaf	roaming	soar
gloat	moan	roar	toast



Clue: The long -o sound in the *middle* of a word is usually spelled one of two ways:

- An ___ with a **silent** ___ on the end (as in *hope*).
- An _____ (as in *coat*).

If the word *ends* with a long -o sound, it is usually spelled with an -____ (as in *snow*). Occasionally it is spelled with an -__ (as in *go* and *no*) or an -____ (as in *toe*).

Fill in the blanks with words that end in the long -o sound.

1. Flakes: _____
2. To hide or store: _____
3. Toy that goes up and down: _____
4. Black bird: _____
5. Enemy: _____
6. To understand: _____
7. Ribbon: _____
8. Farm tool: _____
9. Not stop: _____
10. To exhibit: _____
11. Joseph: _____
12. To pull behind: _____
13. Professional: _____
14. To run like water: _____

bow
crow
foe
flow
go
hoe
Joe
know
pro
show
snow
stow
tow
yoyo

Day 58



Clue: The long -o sound in the *middle* of a word is usually spelled one of two ways:

- An ___ with a **silent** ___ on the end (as in *hope*).
- An _____ (as in *coat*).

If the word *ends* with a long -o sound, it is usually spelled with an -____ (as in *snow*). Occasionally it is spelled with an -__ (as in *go* and *no*) or an -____ (as in *toe*).

Fill in the blanks with words that end in the **long -o** sound.

1. To hurt: _____
2. What you do to a balloon: _____
3. At the end of your foot: _____
4. To shine: _____
5. Status: _____
6. Not yes: _____
7. Get bigger: _____
8. Not high: _____
9. "Oh, _____ is me!"
10. To cut grass: _____
11. Column, aisle: _____
12. "Jesus loves me, this I know, for the Bible tells me _____."
13. To plant seed: _____
14. Not fast: _____

blow
glow
grow
low
mow
no
quo
row
slow
so
sow
throw
toe
woe



Clue: The long -o sound in the *middle* of a word is usually spelled one of two ways:

- An ___ with a **silent** ___ on the end (as in *hope*).
- An _____ (as in *coat*).

If the word **ends** with a long -o sound, it is usually spelled with an -___ (as in *snow*). Occasionally it is spelled with an -___ (as in *go* and *no*) or an -___ (as in *toe*).

Complete the following Scriptures with long -o- words. Some words are used more than once.

bemoan	goat	spoken
cloak	know	swore
coasts	oath	those
foams	remote	throws
go	smote	whole

1. 2 Kings 10:32 "In _____ days...Hazeal _____ them in all the _____ of Israel."
2. Jn. 15:22 "If I had not come and _____ to them, they had not had sin: but now they have no _____ for their sin."
3. Dan. 8:5 "A _____ came from the west across the face of the _____ earth..."
4. Lev. 16:22 "The _____ shall bear all their iniquities on itself to a _____ area, and he shall let the _____ free in the wilderness."
5. Jeremiah 15:5 "Who shall _____ thee?"
6. Gn. 26:3 "I will establish the _____ I _____ to Abraham."
7. Matthew 26:72 "He denied it with an _____: 'I do not _____ this man.'"
8. Mark 9:18 "It _____ him down, and he _____ and grinds his teeth and becomes rigid."

Day 60 Review



Clue: The -oi- sound is spelled one of two ways. These spellings must be memorized.

- When a word _____ in the sound, it is spelled -____ (as in **boy**)...
- When the sound is in the _____ of a word, it is *usually* spelled with an -____- (as in **coin**).

Clue: The spellings for the numbers one to twelve must be memorized. Several of them don't follow typical spelling rules:

1 - _____	5 - _____	9 - _____
2 - _____	6 - _____	10 - _____
3 - _____	7 - _____	11 - _____
4 - _____	8 - _____	12 - _____

Complete the following sentences using **number words** and **-oi- words**. One word is used twice.

1. _____ weeks before Christmas, right after Halloween, the _____ and girls were making lists of _____.
2. In December, month number _____, trees were decorated with gold _____ stars, and lights were _____ through the branches.
3. Carolers sang "We _____ Kings," and "_____ to the World."
4. It seems as though the whole world _____ during the _____ weeks of advent.
5. Each _____ is making a _____ to the One born to save us.
6. _____ parents, _____ Child, the _____ breath of cows, a manger on a _____ floor - these formed his _____ bed chamber.

boys	four	noise	soil	Two
coiled	Joy	one	Three	voice
eight	joyful	rejoices	toys	
foil	moist	royal	twelve	



Clue: The short -o- sound (as in *law*) is often spelled one of two ways. These must be memorized.

- With an -**au**- (as in *author*)
- With an -**aw**- (as in *fawn*)

Fill in the blanks with -**au**- words.

1. To carry or lug: _____
2. In a position of leadership: _____
3. To clap in approval: _____
4. Too colorful and decorated: _____
5. A very poor person: _____
6. Past tense of *teach*: _____
7. Past tense of *catch*: _____
8. Car pollution: _____
9. Carefulness: _____
10. Serious physical or emotional injury: _____
11. A hesitation or brief stop: _____
12. Sick to the stomach: _____
13. Gravy: _____
14. The writer or originator: _____
15. Where your water comes out: _____

applaud
author
authority
caught
caution
exhaust
faucet
gaudy
haul
nauseous
pauper
pause
sauce
taught
trauma

Day 62



Clue: The short -o- sound (as in *law*) is often spelled one of two ways. These must be memorized.

- With an _____ (as in *author*)
- With an _____ (as in *fawn*)

Complete the clues with -au- words, then find the words in the puzzle below. Words may be forward, backward, horizontal, diagonal, or vertical.

- | | |
|------------------------|----------------------------|
| 1. Clap hands: _____ | 7. Tight: _____ |
| 2. Believable: _____ | 8. To make happen: _____ |
| 3. Steam room: _____ | 9. To dab: _____ |
| 4. Phrase: _____ | 10. Carefulness: _____ |
| 5. Cheese cloth: _____ | 11. Extremely tired: _____ |
| 6. Corrosive: _____ | 12. Ornament: _____ |

q	w	g	a	u	z	e	e	r	t	u	e
y	c	a	u	t	i	o	n	i	o	l	s
d	a	u	b	p	a	s	d	f	b	p	u
g	u	h	j	k	l	z	x	i	i	c	a
v	s	b	n	m	q	w	s	a	e	r	l
t	e	y	u	i	o	u	d	n	p	a	c
s	d	f	g	t	a	g	h	u	j	a	k
l	z	x	c	l	u	v	b	a	u	n	m
q	w	a	p	p	l	a	u	s	e	e	r
t	e	x	h	a	u	s	t	e	d	y	u
i	o	p	a	s	d	i	f	g	h	j	k
l	z	c	v	b	c	e	l	b	u	a	b

applause
bauble
cause
caustic

caution
clause
daub
exhausted

gauze
plausible
sauna
taut



Clue: The short -o- sound (as in *law*) is often spelled one of two ways. These must be memorized.

- With an _____ (as in *author*)
- With an _____ (as in *fawn*)

Complete the following Scriptures with -aw- words. Some words are used more than once.

awesome	jaw	saw
awl	law	straw
dawn	paw	
draw	raw	

1. Psalm 66:3 "Say to God, 'How _____ are your deeds.'"
2. Ex. 21:6 "His master shall bore his ear through with an _____."
3. Jm. 4:8 "_____ near to God, and He will _____ near to you."
4. 2 Peter 1:19 "...Until the day _____ and the morning star rises in your hearts..."
5. Job 41:2 "Can you...pierce his _____ with a hook?"
6. Isaiah 65:25 "The lion shall eat _____ like the ox."
7. Lev. 13:15 "_____ flesh is unclean."
8. Isaiah 6:1 "I _____ the Lord sitting upon a throne."
9. Matthew 5:17 "I have not come to abolish the _____..."
10. 1 Samuel 17:37 "The LORD who delivered me from the _____ of the lion and from the _____ of the bear will deliver us..."

Day 64



Clue: The short -o- sound (as in *law*) is often spelled one of two ways. These must be memorized.

- With an _____ (as in *author*)
- With an _____ (as in *fawn*)

Complete the following definitions with **-au-** words.

1. The eighth month: _____
2. Misbehaved: _____
3. Genuine: _____
4. Female offspring: _____
5. Seasoned pork in casing: _____
6. To stroll: _____
7. Blame: _____
8. The fall season: _____
9. Too difficult: _____
10. Noticeably important: _____
11. To add to or help: _____
12. A reason why: _____
13. Difficulty doesn't dissuade: _____
14. Without blame: _____
15. Author of epistles (both old name and new): _____,

augment
August
auspicious
authentic
autumn
because
daughter
daunting
fault
faultless
naughty
Paul
Saul
saunter
sausage
undaunted