

STUDENT NAME: _____

DATE: _____

CLASS: _____

SCORE: _____

WEEK 6 • LEVEL A — FLOSS RULE (-LL WORDS) • SILENT E PREVENTS V AT WORD END

Weekly List

1 Read and Copy Practice: Say each spelling word clearly, then write it neatly twice:

-ALL & -ELL WORDSWORDS 1-5

1. all

2. call

3. small

4. well

5. tell

-ILL, -ULL & HAVEWORDS 6-10

6. fill

7. will

8. still

9. full

10. have

SILENT E ON VWORDS 11-15

11. gave

12. give

13. live

14. five

15. move

2 Phonics Pattern Sorting: Sort the 15 words under their matching phonics rules:

RULE 1 • /L/ SPOelled LL AFTER SHORT VOWEL9 WORDS

1.

2.

3.

4.

5.

6.

7.

8.

9.

RULE 2 & 3 • SILENT E PREVENTS V AT END6 WORDS

1.

2.

3.

4.

5.

6.

3 Homophones Practice: Complete each sentence with choose or chews:

1. You may _____ any exciting storybook from the shelf.

2. The little puppy _____ happily on his rubber toy.

SPELLING RULES TO REMEMBER • WEEK 6 LEVEL A

Rule 1

/t/, /l/, and /s/ spelled ff, ll, and ss after a short vowel at the end of a one-syllable word

Rule 2

Silent e prevents a word from ending in v (job 2).

Rule 3

English words do not end in i, j, u, or v.

Building Spelling Skills • Book 2 • Week 6 Level A

Page 1 of 1 • Student Practice Sheet

WEEK 6 • LEVEL A — MASTER LINGUISTIC BREAKDOWN & DICTATION KEY

Teacher Edition

A Comprehensive Linguistic & Phonics Matrix (15 Target Words + Homophones):

Word	Webster	IPA	Phonics Pattern	Linguistic & Teaching Notes
all	awl	/ɔ:l/	Broad a + double ll	Base word for call, small; floss rule double ll
call	kawl	/kɔ:l/	Hard c + broad a + double ll	CVC pattern with broad /ɔ:/ sound
small	smawl	/smɔ:l/	Blend sm- + broad a + double ll	CCVC pattern with initial s-blend
well	wēl	/wɛl/	Short ē + double ll	CVC pattern; floss rule double ll after short ē
tell	tēl	/tɛl/	Short ē + double ll	CVC pattern; voiceless alveolar stop t- + -ell rime
fill	fīl	/fɪl/	Short ī + double ll	CVC pattern; voiceless labiodental f- + -ill rime
will	wīl	/wɪl/	Short ī + double ll	CVC pattern; modal auxiliary verb + -ill rime
still	sfil	/stɪl/	Blend st- + short ī + double ll	CCVC pattern; initial consonant blend st-
full	fūol	/fʊl/	Short /oo/ spelled u + double ll	CVC pattern with rounded high vowel /ʊ/
have	hāv	/hæv/	Short ā + v + silent e (job 2)	No English word ends in v; silent e job 2
gave	gāv	/geɪv/	Long ā + v + silent e (job 1 & 2)	Irregular past tense of give; silent e makes a say /eɪ/
give	gīv	/gɪv/	Short ī + v + silent e (job 2)	Irregular short vowel; silent e prevents v ending
live	līv / līv	/lɪv/ or /laɪv/	Heteronym: short /ī/ or long /aī/ + v-e	Verb /lɪv/ or adjective /laɪv/; silent e job 2
five	fīv	/faɪv/	Long ī + v + silent e (job 1 & 2)	Number 5; vowel-consonant-e pattern
move	mōov	/mu:v/	Long /oo/ spelled o + v + silent e	Silent e prevents v ending; o makes /u:/
choose	chōoz	/tʃu:z/	Digraph ch- + /oo/ + silent e	Verb to select; homophone with chews
chews	chōoz	/tʃu:z/	Verb chew + 3rd person -s	Action of grinding food; homophone with choose

B Exercise 2 Answer Key & Categorization Verification:

RULE 1: DOUBLE LL AFTER SHORT VOWEL (9 WORDS)

all call small well tell fill will still full

RULE 2 & 3: SILENT E PREVENTS ENDING IN V (6 WORDS)

have gave give live five move

C Four Controlled Dictation Sentences (Teacher Read Aloud Protocol):

SENTENCE 1 (TARGET: WILL, ALL, CALL, SMALL)

"We **will all call** the **small** kitten to come inside."

SENTENCE 2 (TARGET: TELL, FILL, WELL, FULL)

"**Tell** them to **fill** the bowl **well** until it is **full**."

SENTENCE 3 (TARGET: STILL, HAVE, GAVE)

"I **still have** the pretty gift you **gave** me."

SENTENCE 4 (TARGET: GIVE, FIVE, LIVE, MOVE)

"**Give** the **five** pets room to **live** and **move** freely."