

# Spelling

Grade 3

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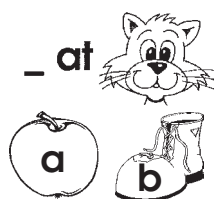
## 2.1

## Review of Short Vowel Sounds



## Teaching Tip:

You do not hear the vowel say its name in short vowel words. Short vowel sounds are mostly spelled with just one vowel. **Short Vowel Rule:** If a word has one vowel at the beginning or between two consonants it is usually a short vowel sound (**Example:** above, cap). Have students clap the syllables in the word animal to demonstrate this. **Exceptions: short u sound** in “does” is spelled **oe**, and **short e** in “head” is spelled **ea**. “Some” and “done” are spelled with a **final e**, yet have a **short vowel sound**.



## Word List:

## Pattern Words

Sight Words  
for Word Wall

mess  
hold  
add  
next  
must  
head

black  
does  
hundred  
along



## Introducing the Skill:

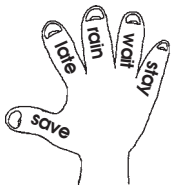
1. **Categories - Closed Word Sort:** Present the key word headings: **hand, well, drink, from and jump**. Students are to examine their key features in terms of vowel sounds and sort the list words according to each category. As each word is sorted, ask students to explain how they relate to the key word and category. Brainstorm and list further words under each category.
2. X-Ray Eyes
3. Word Wall
4. **Model the strategy of ‘saying it wrong to spell it right’ for does.**  
Example: “doo ez”.

## Applying the Skill:



1. **Oral Language:** Ask students to listen as you read each list word and give a thumbs up signal if they hear a short vowel sound and thumbs down for the long vowel sound. **Word List:** rest, because, glad, true, page, jump, fill, spot, high, plan, key, pass, well, close, home, clap, cash. As a follow up activity, write the words under two columns, entitled **Short Vowel, Long Vowel**.

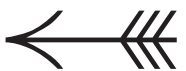
2. Dictated Word Sort: Students are to label each column of the sorting form with the vowels a-u and record each word as you dictate it in the correct column. Word List: left, lid, sad, net, stop, stuff, fill, tell, off, hand, jump, wish, duck, cap, cost.



Independent Practice Exercises: 1. Colorful Vowels  
2. Word Families - for let, cut and back



Challenge Words: absent, until, animal



Review Activity: Look, Cover, Think, Write, Check



Math Connection: add, symmetry, nickel, sum

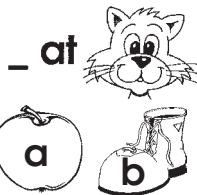
## 2.2

## Review of Consonant Blends with l, r and s



Teaching Tip:

Two consonant letters may come together in a word to form a consonant blend. In a consonant blend, you can hear each letter. The list words have a l, r or s blend at the beginning or end. Have students practice articulating close and clothes, emphasizing the /th/ sound in the latter. Note: In the compound word almost, the second l in all is dropped.



Word List:

Pattern Words

Sight Words  
for Word Wall

smile  
friends  
space  
brick  
clothes

plant  
close  
almost  
grow  
last



Introducing the Skill:

1. Student Dictated Spelling: Have students dictate the spelling of the list words before they are displayed.

2. **Categories - Closed Word Sort:** Present the key word headings: **smell, front, bring, club and spend.** Students are to examine the key features of these words in terms of the consonant blends and sort the list words into categories that correspond to each one.
3. **Memory Aid:** Ask students to create a silly expression to help them remember the spelling of friend, particularly the “fr” blend to avoid the ‘firend’ common misspelling and letter i before e, except after c rule. **For example:** I share my fries with my friend; She is my friend to the end; I see my friend on Friday.

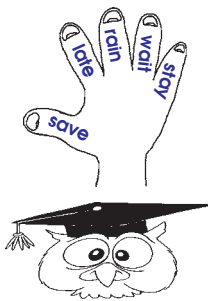


### Applying the Skill:

1. **Word Building:** Have students copy the following possible /l/ blend + vowel combinations and list two words for each pattern. They may use the dictionary as a reference.

bla ble bli blo blu                      cla cle cli clo clu

2. **Categories:** Have students also list two words under each of these blends: gl, sl, cr, dr, pr, tr, sk, sn. They may use dictionaries, poetry and story books.
3. **Dictation:** Dictate the following words for students to record: ask, drum, trip, flat, glad, brag, block, sled, spot, crab, smell, skip, snap



### Independent Practice Exercises: 1. Spelling Jeopardy 2. Word Pyramids

**Challenge Words:** practical, present, instantly, regret, disgusting



### Review Exercise:

### Wordo

Students record these blends on the form: bl, cl, fl, gl, sl, cr, dr, fr, gr, pr, tr, sk, sm, sn, sp, st. They may need to repeat some blends to completely fill the form. Dictate words beginning with these blends using vocabulary generated in Applying the Skill exercises.



### Math Connection:

**fraction, subtract, hundred, slide,  
flip, plus, triangle, tangram**

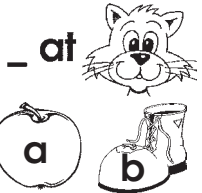
## 2.3

## Consonant Digraphs ch and sh



## Teaching Tip:

A consonant digraph consists of two consonants that represent one sound. They may come at the beginning, middle or end of a word. Note: The two spellings of “air” in share and chair.



## Word List:

## Pattern Words

Sight Words  
for Word Wall

check  
rush  
lunch  
share  
chair  
finish

watch  
group  
shall  
March



## Introducing the Skill:

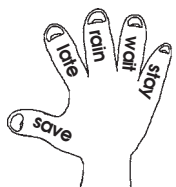
1. Categories - Closed Word Sort: Present the key word headings: chip and shell. Students sort the list words under each category based on the key features they have in common. Ask a volunteer to make a summary statement for each category.
2. Oral Cloze: Present sentences that require list words to complete them for the students to solve orally.



## Applying the Skill:

1. Word Hunt: Have students create word lists under the following two sets of headings, recording three words for each column.
 

sh at the beginning	sh in the middle	sh at the end
ch at the beginning	ch in the middle	ch at the end
2. Literature Connection/Creative Writing: Read the poem entitled Grasshopper Gumbo in Jack Prelutsky's 'Something Big Has Been Here'. Have students create a lunch menu for their own school on similar lines.
3. Sound Pictures: Students draw and label four items that begin or end with ch or sh. Example: shoe, cherry tree, bush, shovel, chain, cheese.



- Independent Practice Exercises: 1. Riddle Writer  
2. Word Patterns



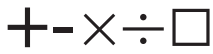
## Challenge Words:

chicken, sandwich, machine



Review Activity:

Mystery Word



Math Connection:

shape

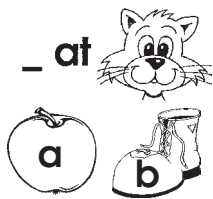
## 2.4

## Consonant Digraphs th and wh



## Teaching Tip:

Review the definition of a consonant digraph. Have students practice articulating the /th/ sound noting the position of the tongue between the teeth. Demonstrate how “th” can come at the beginning, middle or end of a word, while “wh” is generally only at the beginning. Note the two words **there** and **their** are often confused, **whose** is articulated with a /h/ rather than /wh/ sound, as is **whole**.



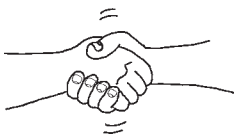
## Word List:

## Pattern Words

Sight Words  
for Word Wall

think  
which  
nothing  
truth

white  
whose  
those  
thick  
wheels  
their



## Introducing the Skill:

1. **Categories - Closed Word Sort:** Present the key words **there** and **where** as headings for each category. Students are to sort the list words accordingly and explain how each one relates to the key word in terms of its sound/spelling.
2. **Literature Connection:** Review the story of “Goldilocks and the Three Bears”. Brainstorm further questions the bears might ask about what Goldilocks did using the five “wh” question words.
3. **Word Wall:** Add the five “wh” question words to the word wall.