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3rd Grade Spelling Program – Lessons and Worksheets Curriculum Map

A Spelling Program for a full year. This program includes the teaching guide with a strategic plan for students to *ONLY practice the words they don't know*, and NO PREP! Worksheets.

Program includes:

- 36 units organized by a sequence of spelling patterns based on sound structure, function, and meaning, as well as high-frequency vocabulary.
- A 5-day teaching plan for each unit provides the skill focus, teaching tips, word list, introductory activities, skill exercises, independent practice, challenge words and review activities.
- A wealth of remediation, enrichment, tracking, and assessment tools is also included, and all components of this program are designed for flexibility so that you can meet the diverse needs of your students within a minimum of preparation.

Blacklines:

- The blackline masters support and extend the lessons in the program.
- 36 carefully sequenced study units designed to increase student achievement in spelling.
- Each unit focuses on specific spelling patterns, as well as high-frequency vocabulary appropriate for this grade level. High-frequency words are marked with an asterisk.
- The independent word study exercises incorporate the multi sensory tasks identified as the most effective in current spelling research.

Section 1: Teacher Guide

- Instructional Approach
- Implementation of the Program
- Teaching Tip
- Word List
- Introducing the Skill Activities
- Applying the Skill Exercises
- Independent Practice Exercises
- Challenge Words: Syllabication Skills
- Review Activities
- Math Connections
- Spelling Through Writing: Cue Cards, “Have a Go” Book, Spelling Journal,
- Proofreading Checklist
- Modified Programming - Remediation and Enrichment

- Assessment: Self-Corrected Testing Procedure; Scoring Student Spelling;
- Recognizing Individual Progress; Error Analysis; Writing Records
- Recording Student Development
- Expected Learning Outcomes
- Tracking and Assessment Forms
- Scope and Sequence of Skills, Test Scores
- Booklet Cover
- Spelling Award

Section 2: Thirty Six Unit Teaching Plans

Reviews

Unit 1: Review of Short Vowels

Unit 2: Review of Consonant Blends

Digraphs

Unit 3: Digraphs ch, sh

Unit 4: Digraphs th, wh

Unit 5: 3-Letter Consonant Clusters

Long Vowels

Unit 6: Long Vowel /a/ in a_e, ai, ay

Unit 7: Long Vowel /e/ in e, ea, ee, ie, ey

Unit 8: Long Vowel /i/ in i, i_e, ie, igh

Unit 9: Long Vowel /o/ in o, oa, o_e, ow

Unit 10: Long Vowel /u/ in u, ue, u_e, ew

Vowels

Unit 11: Y as a Vowel

Unit 12: Vowel + r in ar, or

Unit 13: Vowel + r in er, ir, ur

Diphthongs

Unit 14: Diphthongs oi, oy

Unit 15: Diphthongs ou, ow

Units 16 to 19

Unit 16: Vowel + l and w Spelled au, aw, all, alk

Unit 17: 2 Sounds of Letters oo

Unit 18: Double Consonants

Unit 19: Suffixes ed, ing

Plurals

Unit 20: Regular Plurals s, es

Unit 21: Irregular Plurals

Units 22 to 24

Unit 22: Contractions

Unit 23: Hard and Soft g, c

Unit 24: Compound Words

Suffixes

Unit 25: Suffixes er, est, en

Unit 26: Suffixes ful, ly, ness

Nouns, Verbs & Adjectives

Unit 27: Nouns

Unit 28: Verbs

Unit 29: Adjectives

Silent Consonants

Unit 30: Silent Consonants

Homophones, Antonyms & Synonyms

Unit 31: Homophones

Unit 32: Antonyms

Unit 33: Synonyms

Units 34 to 36

Unit 34: Syllables

Unit 35: Prefix re_

Unit 36: Prefixes un_, dis

Section 3: Introductory Activities

Section 4: Independent Practice Exercises

Section 5: Review Activities

Section 6: Take Home Lists

Section 7: Forms for Activities and Games

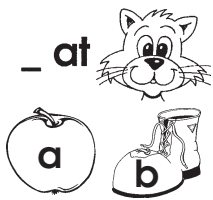
2.1

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

mess
hold
add
next
must
head

Sight Words
for Word Wall

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



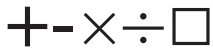
Challenge Words:

absent, until, animal



Review Activity:

Look, Cover, Think, Write, Check



Math Connection:

add, symmetry, nickel, sum

1. Spelling Strategy: Review of Short Vowels

When a word has one vowel at the beginning or between two consonants it will often have a short vowel sound. The letters ck, as in black, are often used after a short vowel. Long vowel words like week, and words with consonants before the ending like bank, just use k.

2. Word List:

Pattern Words	Sight Words
mess hold add next must head	black does hundred along



3. Word Sort:

Write the pattern and sight words under the key word with the same vowel.

cap

bell

fin

mop

bug

4. Anaconda Game:

Play the anaconda game. Write the name of the picture on the line.

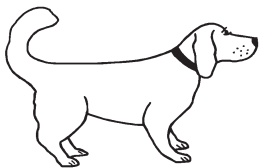
	r _____
	h _____
	a _____
	j _____

100	h _____
	b _____
	t _____
	s _____

5. Short or Long?

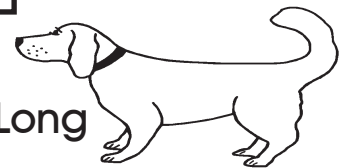
Say the words. Do they have a short or long vowel sound? Write the words under the short or long dog.

at	ate	us	use
cub	cube	kit	kite
hid	hide	cap	cape
back	bake	hop	hope
hug	huge	pan	pain



Short

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

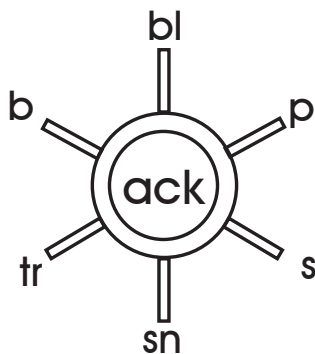


Long

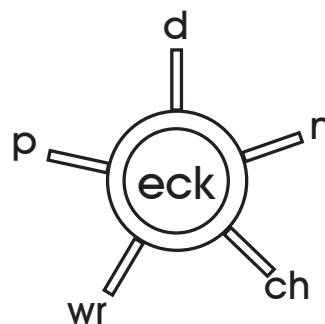
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Word Wheels:

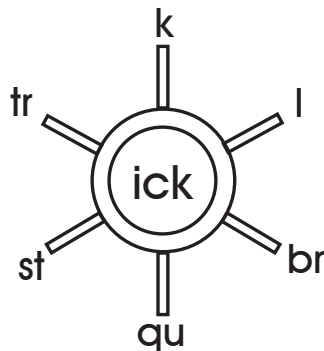
Match the letters with the spelling patterns to make new words. Write the words on the line.



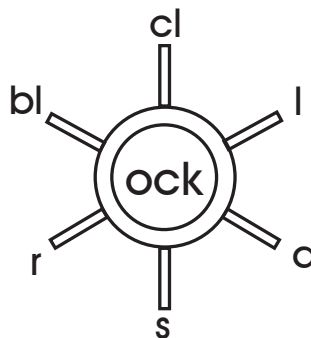
- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____



- a) _____
- b) _____
- c) _____
- d) _____
- e) _____



- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____



- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

7. ck or k?

Words with short vowels spell the final /k/ sound ck. Long vowel words spelled with two vowels spell the final /k/ sound with just k. Finish each word with ck or k.

- | | | | | |
|-----------|----------|-----------|----------|-----------|
| soa_____ | clo_____ | thin_____ | sna_____ | skun_____ |
| mil_____ | bea_____ | stu_____ | wee_____ | san_____ |
| brea_____ | lea_____ | stea_____ | si_____ | du_____ |

8. Sentence Puzzles:



Use list words to finish the sentences.

- a) She walked a_____ the path to her grandmother's house.
- b) We m_____ take a break soon.
- c) When d_____ the n_____ bus come?
- d) There are more than one h_____ animals at the zoo.
- e) Who made this big m_____ on the floor?
- f) He tried to h_____ the big box.

9. X-Ray Eyes:



Use your x-ray eyes to fill in the missing letters.

d _ _ s _ l _ _ g bl _ _ _ h _ ndr _ d