



Primary Success Publications

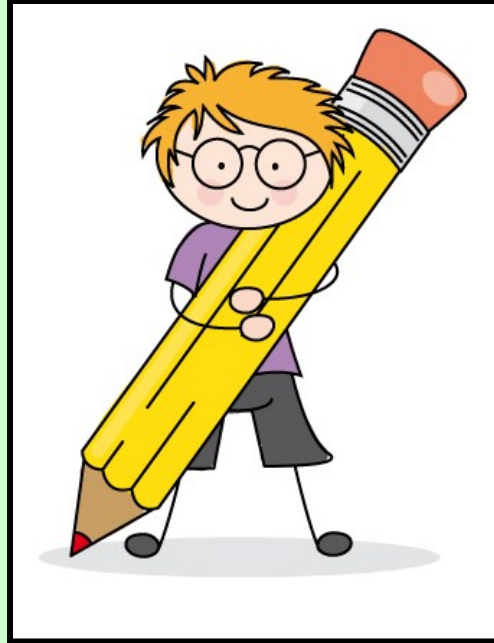
Successful Spelling

Grade Three



By Jean Roberts

A complete spelling program with daily lesson plans,
practice sheets, weekly homework pages
and word wall cards.



Successful Spelling Lessons - Grade Three

By Jean Roberts

Published by Primary Success 2005.

E-book - 2018

Copyright, all rights reserved.

Graphics from clipart.com and used within their guidelines

Primary Success Publications

4965 Vista View Cres.

Nanaimo, BC, Canada V9V 1S1

Phone: 250-758-2608

primarysuccess@shaw.ca

www.primarysuccesspublications.com

Lesson List

1. **Short /a/ review**
2. **Short /i/ review**
3. **Short /e/ review**
4. **Short /o/ review**
5. **Short /u/ review**
6. **Autumn** - autumn fall leaf leaves bright cool yellow orange down brown sunshine sunny
7. **Halloween** - Halloween pumpkin face trick treat candy black costume night party carve moon
8. **Non-phonetic words (review)** - you was they live are said of here school your want house
9. **Non-phonetic words (review)** - were once very what work oh friend because people some come put
10. **High frequency words** - now today yesterday tomorrow went where then them when new who year
11. **Homophones and high frequency words** - to two too there their they're any many around playground hear heard
12. **Family words** - could would should mother father baby child children boy girl family saw
13. **Numbers** - one three four five six seven eight nine ten count hundred thousand
14. **Christmas** - Christmas Santa Claus decorate tree stocking present shop reindeer elf give sleigh toy
15. **Contractions** - I've won't can't couldn't he's don't that's she'll you're aren't they'll it's
16. **My home** - home street address bedroom kitchen yard town city store mall phone computer
17. **Winter** - winter cold snow skate ski slide temperature ice white toboggan freeze hockey
18. **Compound words** - very every something everything outside somebody everyone myself without anything grandmother grandfather
19. **Emotions** - happy funny smile laugh excite angry cry cross scare unhappy please thank
20. **The classroom** - teacher read write print story grade classroom math science know learn why
21. **Meals and high frequency words** - eat ate lunch breakfast dinner food good best goes does interesting favourite

22. **Time words** - morning noon afternoon evening dark light hour minute
second week month year
23. **Days of the week** - Monday Tuesday Wednesday Thursday Friday
Saturday Sunday after real really ever never
24. **Parties** - visit party birthday special bring game guess race show
through threw won
25. **Family words and words with 'wa'** - aunt uncle brother sister wash water
wall walk watch talk find happen
26. **Clothes** - clothes shoe shirt hair comb socks dress clean dirty small
large put
27. **Spring** - spring warm green grass flower bloom rain puddle rainbow
cloud umbrella longer
28. **Easter** - Easter bunny basket egg chocolate chick lamb rabbit arrive
holiday carry weekend
29. **Classroom work** - answer star begin paper correct mark question
right wrong add addition subtract
30. **Math** - zero number million eleven twelve thirteen circle square
triangle rectangle multiply divide
31. **The farm** - cow horse chicken goose farm farmhouse field hungry
smell tiny barn grow
32. **Emotions and character words** - tired sleepy mean kind noisy care
careful cheerful woman women decide later
33. **Our Earth** - earth world continent ocean country island river lake
mountain sea huge little
34. **Once upon a time** - believe adventure magic castle king queen prince
princess dragon beautiful pretty knight
35. **Summer holidays** - summer travel swimming pool beach airplane vacation
short great dollar exciting wonderful



Lesson 12

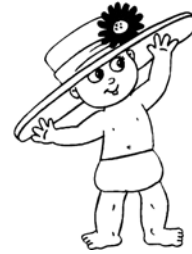
This unit teaches the 'ould' ending and family words.

There was a little boy named Larry Dean. His mother called him LD. He was very naughty, and whenever his mother caught him doing something he shouldn't do, she said, "Oh you, LD!"

Sentences - **Would you like to have a baby in your family?**
Boys and girls are children.
The child saw his mother.
The little boy ran to his mother and father.

Monday:

Introduce the words for the week.



Words
could
would
should
mother
father
baby
child
children
boy
girl
family
saw

could Tell the LD story. Practice the 'Oh you LD' until the students are familiar with it.

would Show the homophone 'wood'.

should Review the /sh/.

mother Show the word 'other'. Also learn 'brother' and 'another'.

father This word is not phonetic. "This is the baby's father" - both words have the 'a', the sound of a baby.

baby How many syllables? ba-by The 'ba-' is an open syllable so the 'a' is long.

child Review /ch/. The 'i' by itself has the long sound.

children The sound is different, but the word has 'child'. How many syllables? child - ren

boy Review the 'oy' and 'oi' sounds. Make a list of words with this sound.

girl The most common mistake is to write this as 'gril'. Talk about the 'ir' sound, and compare 'girl' and 'gril'.

family How many syllables? fam - il - y It is spelled just the way it sounds.

saw Discuss the 'aw' sound. Make a list of rhyming words.

Have the students print the words with their fingertip, saying the letters as they print.

Cheer the words! Say the word, clap as you say each **letter name**, and say the word again, lifting the arms up high at the end as if saying 'hooray!'. Now put the word up on the chalkboard or chart in front of the class. The words will stay there all week and be put on the word wall or in dictionaries on Friday.

Introduce the dictation sentences for the week. Discuss the capital letters, punctuation, and the words in the sentences.

Send home the exercise sheet for this week's words.

Tuesday:

Quickly go through Monday's introduction again, but this time have the students tell you the ways to remember the spelling and the spelling rules.

Chant the letters in each word. Clap with the letters, or snap your fingers, tap the desks, etc., and then raise the arms to cheer the word as you say it at the end. Say the word, spell it, say it, spell it and cheer it! Make a pattern of this. Vary the actions. Ask the students to come up with other rhythm actions such as tapping your head, stamping the foot, etc. Clap the consonants and snap the vowels.

Have the students print the words on various surfaces with the fingertip. If one or more words has rhyming words by changing the first letter or blend, have the students spell these orally.

Practice the dictation sentences and discuss the words, capital letters and punctuation.

Wednesday:

Do the worksheet for the lesson. Take the words off so the students can't see them. Dictate the words. Now go through the words, spelling them on the board or a chart and chanting the letters. They can self-mark and correct. Dictate the sentences and print them on the board. Check and correct them. Dictate rhyming words. Circulate around the classroom to see if everyone has corrected errors.

Answer the questions on the back of the sheet now, or assign them for homework.

Put the words back on the chalkboard or put the chart up again. Chant and cheer each word.

Thursday:

Thursday is cooperative learning day. Give each student an individual chalkboard or dry erase board, and a sock with chalk or the dry erase pen.

Have the students work in pairs. One sits with his/her back to the words at the front of the class. The other student sits opposite so he/she can read the words and dictate them to the partner who prints them. This teacher-student corrects the finished word and dictates another word. He/She also dictates the sentences for the partner to print. When the list is finished, the two students change places.

If one or more words in the list has rhyming words by changing the first letter, dictate these words and the students write them on their individual boards. Then chant, clap and cheer the words.

Friday:

Remove the words on Friday morning. Give out the Friday sheet and dictate the week's words and the sentences. Insist on a testing atmosphere. Everything in the words and dictation sentences should be correct, too. The teacher should do the marking. Add rhyming words to the week's word list if you wish.

Make a big production of putting the week's words up on the Word Wall! Cheer each word as it goes into its place.

OR.... put the students in pairs and have them print the words into their individual dictionaries. They check the spelling in the partner's dictionary so there are no errors. make sure it is neatly done.

Play word wall games or practice finding words quickly in the dictionaries.

Lesson 12

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

Sentences:

1. _____

2. _____

3. _____

4. _____

Rhyming Words:

Lesson 12 Words

1. Print the 5 words in the list that 2 or more syllables.

2. Print the words that have 'ould'.

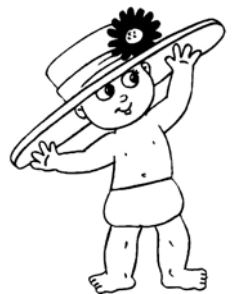
3. Print your own sentences using would, could and should.

4. Print mother. Print 2 words that rhyme.

5. Print the plurals:

child _____ baby _____

girl _____ family _____



6. Saw has two meanings. Print a sentence for each meaning.

7. Who is in your family? _____

Spelling Words - Lesson 12

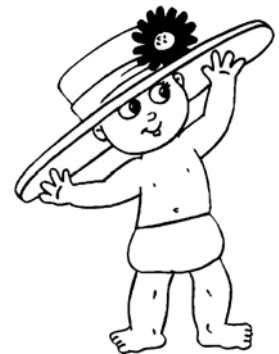
For the week of _____

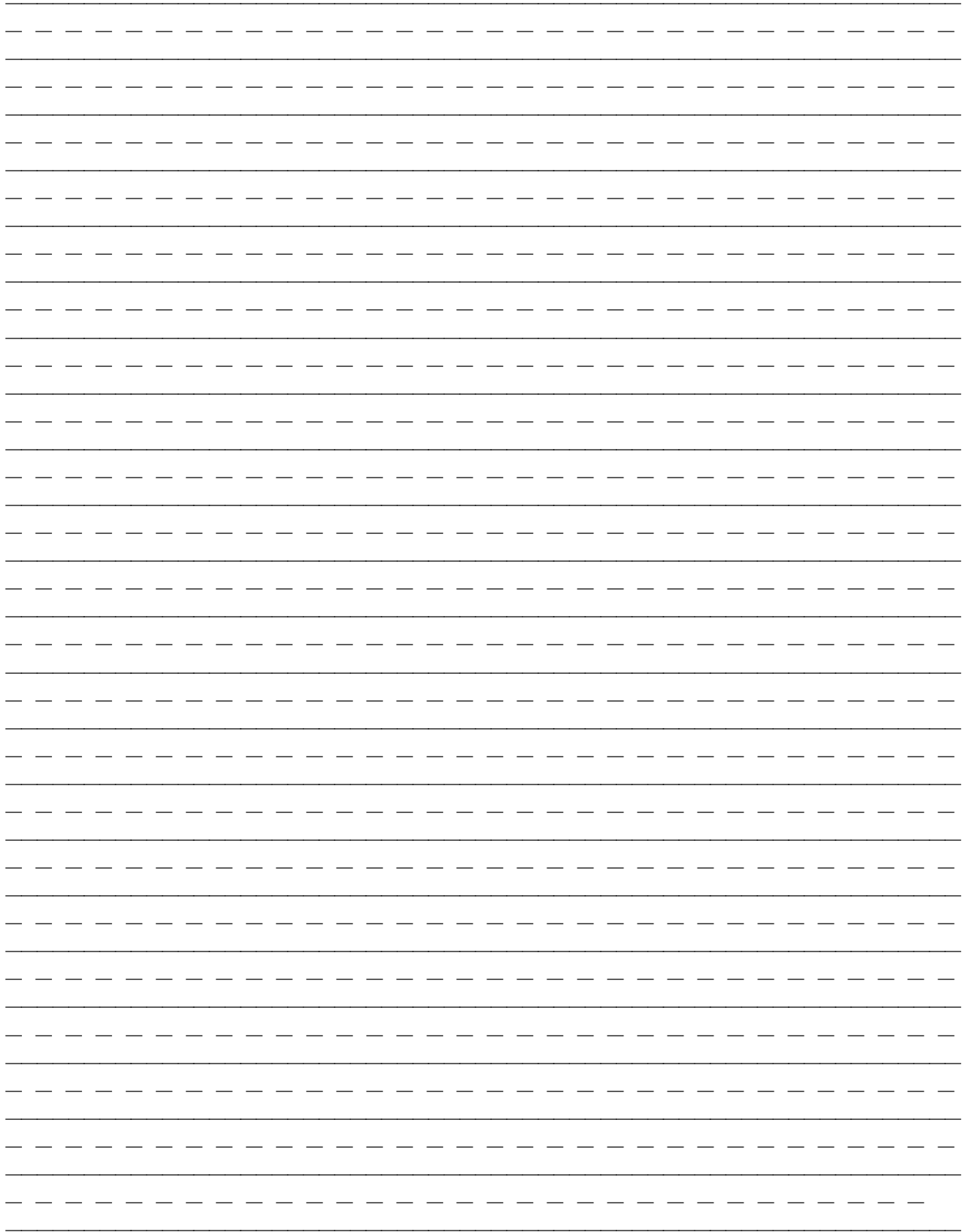
could	would	should	mother	father	baby
child	children	boy	girl	family	saw

Sentences: Would you like to have a baby in your family? Boys and girls are children.
The child saw his mother. The little boy ran to his mother and father.

Things to do every day this week:

- Read the words to someone.
- Chant and clap each word. Say the word, clap the letters as you say them, and say the word again - then the letters and then the word until it becomes a chant.
- Print the word could. Then print two rhyming words.
- Print the word child. Print the plural of this word.
- Print the word baby. Print the plural, too.
- Print the word would. Tell someone a story that can help you remember the spelling.
- Print the word mother. Print two rhyming words.
- Print should. Put it in a sentence.
- Print girl. Explain why it is spelled the way it is.
- Print the words that contain 'th'.
- Print three words that have r-controlled vowels.
- Have someone dictate the words and sentences to you and then mark them. Your sentences must have a capital at the beginning and a period or question mark at the end. Print neatly!
- Study the words that give you trouble.





Spelling Test- Lesson 12

Name _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

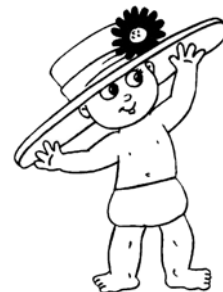
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

Print the sentences:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

My Score: _____

20



would

child

could

children

should

boy

mother

girl

father

family

baby

saw

Lesson 33

This unit teaches some words about our earth.

Sentences - **Our earth has seven continents.**
There was a little island in the lake.
Can you name all the oceans?
There are huge mountains in our country.



Words
earth
world
continent
ocean
country
island
river
lake
mountain
sea
huge
little

Monday:

Introduce the words for the week.

earth What sound does the 'ear' make? Show 'heard'.

world What sound does the 'or' make? Show 'work' and 'worm'.

continent Divide into syllables: con - ti - nent The vowels are all short, so it is easy to spell.

ocean What sounds do you hear in this word? This word is irregular, of course. Can the students think of ways to remember the spelling.

country Show the word 'count'. Divide into syllables: coun - try Also: countries

island This word is fun! Let the students give you ways to remember the spelling. is - land

river Divide into syllables: riv - er

lake Discuss the 'a_e'.

mountain How is this word like 'country'? The 'ain' is also tricky. How is it pronounced?
Divide into syllables moun - tain

sea Easy! Discuss the difference in spelling and meaning with 'see'.

huge The soft 'g' rules are the same as the soft 'c'. Discuss the 'u_e' long 'u' sound. Also: huger, hugest

little Divide into syllables: lit - tle Review the _le ending. Also: littler, littlest

Have the students print the words with their fingertip, saying the letters as they print.

Cheer the words! Say the word, clap as you say each **letter name**, and say the word again, lifting the arms up high at the end as if saying 'hooray!'.

Now put the word up on the chalkboard or chart in front of the class. The words will stay there all week and be put on the word wall or in dictionaries on Friday. Introduce the dictation sentences for the week.

Discuss the capital letters, punctuation, and the words in the sentences.

Send home the exercise sheet for this week's words.

Tuesday:

Quickly go through Monday's introduction again, but this time have the students tell you the ways to remember the spelling and the spelling rules.

Chant the letters in each word. Clap with the letters, or snap your fingers, tap the desks, etc., and then raise the arms to cheer the word as you say it at the end. Say the word, spell it, say it, spell it and cheer it! Make a pattern of this. Vary the actions. Ask the students to come up with other rhythm actions such as tapping your head, stamping the foot, etc. Clap the consonants and snap the vowels.

Have the students print the words on various surfaces with the fingertip. If one or more words has rhyming words by changing the first letter or blend, have the students spell these orally.

Practice the dictation sentences and discuss the words, capital letters and punctuation.

Wednesday:

Do the worksheet for the lesson. Take the words off so the students can't see them. Dictate the words. Now go through the words, spelling them on the board or a chart and chanting the letters. They can self-mark and correct. Dictate the sentences and print them on the board. Check and correct them. Dictate rhyming words. Circulate around the classroom to see if everyone has corrected errors.

Answer the questions on the back of the sheet now, or assign them for homework.

Put the words back on the chalkboard or put the chart up again. Chant and cheer each word.

Thursday:

Thursday is cooperative learning day. Give each student an individual chalkboard or dry erase board, and a sock with chalk or the dry erase pen.

Have the students work in pairs. One sits with his/her back to the words at the front of the class. The other student sits opposite so he/she can read the words and dictate them to the partner who prints them. This teacher-student corrects the finished word and dictates another word. He/She also dictates the sentences for the partner to print. When the list is finished, the two students change places.

If one or more words in the list has rhyming words by changing the first letter, dictate these words and the students write them on their individual boards. Then chant, clap and cheer the words.

Friday:

Remove the words on Friday morning. Give out the Friday sheet and dictate the week's words and the sentences. Insist on a testing atmosphere. Everything in the words and dictation sentences should be correct, too. The teacher should do the marking. Add rhyming words to the week's word list if you wish.

Make a big production of putting the week's words up on the Word Wall! Cheer each word as it goes into its place.

OR.... put the students in pairs and have them print the words into their individual dictionaries. They check the spelling in the partner's dictionary so there are no errors. make sure it is neatly done.

Play word wall games or practice finding words quickly in the dictionaries.

Lesson 33

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Sentences:

1. _____
2. _____
3. _____
4. _____

Rhyming Words:

- _____
- _____
- _____
- _____
- _____
- _____

Lesson 33 Words

1. Print 2 words with 'ou'.

2. Print the 5 words that have only one syllable.

3. Add 'er' and 'est'.

huge _____

little _____

4. Print the 2 words that mean our planet.

5. Print 2 words that tell size.

6. Print a word with 3 syllables. _____

6. Which words are easy to spell?

7. Which words are difficult to spell?



Spelling Words - Lesson 33

For the week of _____

earth world continent ocean country island
river lake mountain sea huge little

Sentences:

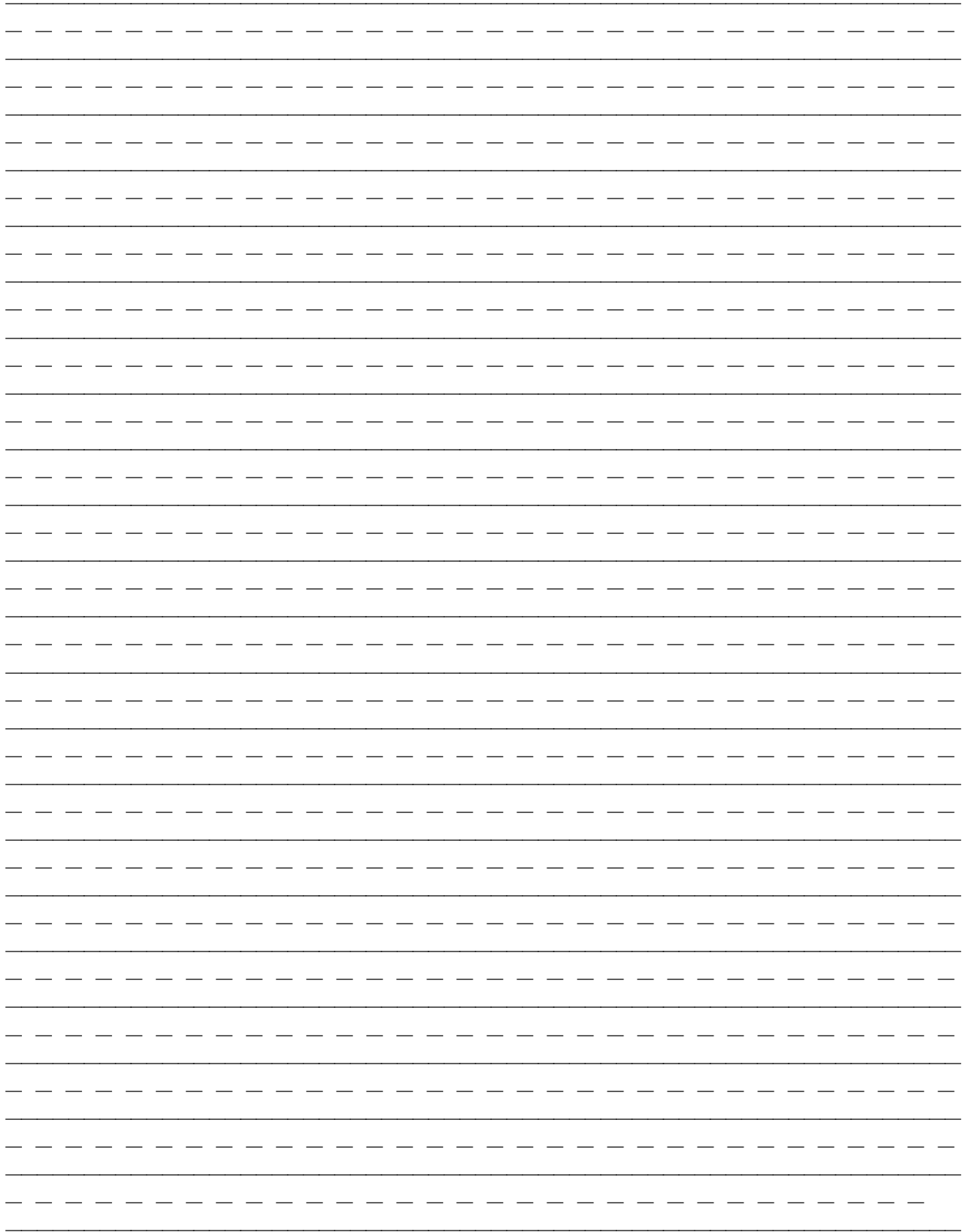
Our earth has seven continents.
Can you name all the oceans?

There was a little island in the lake.
There are huge mountains in our country.

Things to do every day this week:

- Read the words to someone.
- Chant and clap each word. Say the word, clap the letters as you say them, and say the word again - then the letters and then the word until it becomes a chant.
- Print the words country and mountain. Tell how they are alike. Which one is the most difficult to spell?
- Print the words island. Tell someone how you can remember the spelling.
- Print a word with 3 syllables.
- Print 2 words that tell size.
- Print the words with only one syllable.
- Print the 2 words that are names for our planet.
- What words are easy to spell?
- What words do you think are difficult to spell?
- Have someone dictate the words and sentences to you and then mark them. Your sentences must have a capital at the beginning and a period or question mark at the end. Print neatly!
- Study the words that give you trouble.





Spelling Test- Lesson 33

Name _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

Print the sentences:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

My Score: _____

20



earth

river

world

lake

continent

mountain

ocean

sea

country

huge

island

little