

Kolbe Academy Home School

GRADE THREE SPELLING

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COURSE TITLE: Spelling**COURSE TEXTS:**

See lesson plan for spelling lists each week.

Macmillan Children's Dictionary, Simon and Schuster, 2007, Optional

COURSE DESCRIPTION:

Third grade spelling develops the student's capacity to pronounce, spell, use, look up in the dictionary, understand and remember the definitions of words, and understand the parts of speech of the listed words.

Generally, the teacher should assign the words on Day 1, discuss them, and give samples of sentences using them. Have the student look up the words in the dictionary and write the definitions. Day 2 should be used for study and the completion of dictionary work. On Day 3, give a spelling pre-test and have the student write an original sentence using each of the words; give assistance if necessary. On Day 4 give a spelling test in which he writes the sentences and uses each of the words without help. Any words missed on the test on Day 4 should be added to the next week's list. Also, in all of his subjects, if he misspells words that he should know how to spell, he should be required to write each ten times.

Help the child to break words into syllables; yes-ter-day is easier to remember than when it is all together. Point out unusual spellings, especially those that are sight words.

A child's dictionary is necessary. When using the dictionary, instruct the student to look at the guide words at the top of the page to help in finding the word. At first using the dictionary is challenging for most children, but the more it is used the easier it becomes. It is great preparation for the future grades.

If your student needs more challenging words, assign words from *The Catholic National Reader* in addition to those in the list or use the supplemental list on page 4 of the syllabus.

COURSE OBJECTIVES:

- ❖ To master the spelling of the Grade Three word lists.
- ❖ To successfully apply the correct spelling and usage of learned words in writing activities.

SKILLS TO BE DEVELOPED:

- ❖ visual discrimination between words
- ❖ auditory discrimination of words
- ❖ ability to spell the listed words
- ❖ ability to use the listed words in complete sentences
- ❖ ability to find the listed words in the dictionary and copy the definitions
- ❖ ability to remember the definition of words
- ❖ understanding of basic parts of speech

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

Each weekly spelling list is given in the first rows of the week's daily course plan. Any teaching tips or notes are summarized below the list. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their home schooling and not as a hindrance. It includes a cumulative list of assignments from the week's course plan as well as space for additional assignments, if needed. You may give both a formal grade and an applied grade in spelling. The formal grade will be the grade the student received on the written test. The applied grade can be calculated on the student's spelling in all subjects. Give 100% at the beginning of the week and deduct 1% for each misspelled word on daily work in all subjects. The deductions should be given on words the student should know how to spell and ones that could easily be copied, but not on words misspelled when trying to enhance written work with above level vocabulary. Average the two grades for the final grade for the week. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This spelling course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **Instructions for the quarterly Spelling exam are given in Week 9 of each quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your third grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

SUPPLEMENTAL WORDS:

Here are some extra words, which may be used for extra credit or as a challenge for the student. If the student is easily mastering spelling you can select from this list to add to the assigned list. You may also extract words from *The Catholic Reader* or other subjects if necessary to broaden the student's spelling prowess. The student should be able to apply spelling rules to challenging words.

moisture	surround	kernel	colonel	produce
visible	magnet	conductor	baggage	instrument
route	museum	propeller	island	permit
permission	adventure	superior	perfect	perfectly
manage	mention	doubt	doubtful	priest
bishop	deserve	pretend	understand	understood
appear	disappear	betray	betrayal	suddenly
enormous	mystery	journey		

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1					
arrest	arrow	bandage	brown	catches	
dries	barrel	basement	course	coarse	
ever	blaze	grade	blind	ground	
Goals and Notes for the Week					
For "dries", have the student look up "dry", for "catches", look up "catch".					
Notes					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	Write each word in your spelling list 5 times	<input type="checkbox"/>	Assign this week's words. Write each word on the board or a piece of paper. Have the student write each word five times. Begin having the student look up the spelling words in the dictionary and writing down the definitions. This should be done every week over the course of the week (due on Day 4). If there is more than one word with the same root word, have him look up only one of them.		
	Begin looking up each word in the dictionary and write the definition	<input type="checkbox"/>			
DAY 2	Study your spelling list	<input type="checkbox"/>	Review word list with the student and give an oral test over the words to help the student review.		
DAY 3	Take the spelling pre-test	<input type="checkbox"/>	Give a written spelling Pre-test. Have the student write each word in an original sentence after you have given all of the words. Encourage him to write interesting sentences. He may have help in the Pre-test. Do not give a grade on the Pre-test. Give the student time to finish the dictionary work, which should be handed in on Day 4.		
	Continue dictionary work	<input type="checkbox"/>			
DAY 4	Take the spelling test	<input type="checkbox"/>	Give the spelling test. Say each word slowly and carefully. After you have given all of the words, have the student write each word in an original sentence. If the student misspells any word, explain the correct spelling and have him write the word(s) ten times each. The misspelled words should be included with next week's spelling list.		
	Hand in dictionary work	<input type="checkbox"/>			
Week 1 Grade Book					
Assignments		Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Spelling test (Formal grade)		<input type="checkbox"/>			
Applied spelling grade		<input type="checkbox"/>			
Dictionary work		<input type="checkbox"/>			
Other:		<input type="checkbox"/>			
Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =				%

◆ COURSE PLAN ◆

WEEK 2				
again	grab	grabbed	inside	outside
middle	bloom	happiness	hard	border
opening	braid	stay	still	such
Goals and Notes for the Week				
Do not look up "grabbed" in the dictionary.				
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Write each word in your spelling list 5 times	<input type="checkbox"/>	Assign this week's words. Write each word on the board or a piece of paper. Have the student write each word five times. Begin having the student look up the spelling words in the dictionary and writing down the definitions. This should be done every week over the course of the week (due on Day 4). If there is more than one word with the same root word, have him look up only one of them.	
	Begin looking up each word in the dictionary and write the definition	<input type="checkbox"/>		
DAY 2	Study your spelling list	<input type="checkbox"/>	Review word list with the student and give an oral test over the words to help the student review.	
DAY 3	Take the spelling pre-test	<input type="checkbox"/>	Give a written spelling Pre-test. Have the student write each word in an original sentence after you have given all of the words. Encourage him to write interesting sentences. He may have help in the Pre-test. Do not give a grade on the Pre-test. Give the student time to finish the dictionary work, which should be handed in on Day 4.	
	Continue dictionary work	<input type="checkbox"/>		
DAY 4	Take the spelling test	<input type="checkbox"/>	Give the spelling test. Say each word slowly and carefully. After you have given all of the words, have the student write each word in an original sentence. If the student misspells any word, explain the correct spelling and have him write the word(s) ten times each. The misspelled words should be included with next week's spelling list.	
	Hand in dictionary work	<input type="checkbox"/>		
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Spelling test (Formal grade)	<input type="checkbox"/>			
Applied spelling grade	<input type="checkbox"/>			
Dictionary work	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

◆ COURSE PLAN ◆

WEEK 3				
branch	thank	think	bundle	business
chapter	brave	cradle	watches	rough
cough	cloth	clothe	clothes	close
Goals and Notes for the Week				
Remind the student that with 'bundle' and 'cradle' there is a silent 'e' because every syllable needs a vowel.				
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Write each word in your spelling list 5 times	<input type="checkbox"/>	Assign this week's words. Write each word on the board or a piece of paper. Have the student write each word five times. Begin having the student look up the spelling words in the dictionary and writing down the definitions. This should be done every week over the course of the week (due on Day 4). If there is more than one word with the same root word, have him look up only one of them.	
	Begin looking up each word in the dictionary and write the definition	<input type="checkbox"/>		
DAY 2	Study your spelling list	<input type="checkbox"/>	Review word list with the student and give an oral test over the words to help the student review.	
DAY 3	Take the spelling pre-test	<input type="checkbox"/>	Give a written spelling Pre-test. Have the student write each word in an original sentence after you have given all of the words. Encourage him to write interesting sentences. He may have help in the Pre-test. Do not give a grade on the Pre-test. Give the student time to finish the dictionary work, which should be handed in on Day 4.	
	Continue dictionary work	<input type="checkbox"/>		
DAY 4	Take the spelling test	<input type="checkbox"/>	Give the spelling test. Say each word slowly and carefully. After you have given all of the words, have the student write each word in an original sentence. If the student misspells any word, explain the correct spelling and have him write the word(s) ten times each. The misspelled words should be included with next week's spelling list.	
	Hand in dictionary work	<input type="checkbox"/>		
Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Spelling test (Formal grade)	<input type="checkbox"/>			
Applied spelling grade	<input type="checkbox"/>			
Dictionary work	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 3 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%