



# Programming for Spelling

Level 3 Study Sheets

Steps 1-10

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# Suggestions for the content of the daily spelling session

## Generic Lesson Plan Structure

Lesson Focus	Introduction of a new spelling list.	
Introduction	Gain students' attention (personalised classroom Attention Signal).	<i>Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall (Rosenshine, 2012, no. 1).</i>
	Review critical prerequisite skills.  State the goal of the lesson and its relevance.	1. REVIEW the content of the previous spelling list. 2. Introduce the content of the new spelling list.
Development and Consolidation	<u>Modelling (+ think aloud)</u>  Show and tell - involve students.	Introduce the rule/concept. Use If-then construction.  Illustrate the concept with <b>examples and non-examples</b> .
	<u>Guided practice</u>  Guide students in performing the skill or strategy.	Provide physical, verbal, or visual prompts. Gradually fade scaffolding. Guide students in analysing <b>examples and non-examples</b> using the critical attributes.
	<u>Unprompted practice</u> <u>pairs/groups</u>	Check students' understanding. Have students perform the skill/strategy <b>in pairs or groups</b> without prompts.
	<u>Unprompted practice</u> <u>individual</u>	Check students' understanding. Have students perform the skill/strategy <b>individually</b> without prompts.
Culmination	Review critical content. Preview the content of the next lesson.	1. REVIEW the content of lesson. 2. Introduce the content of the next lesson.

# Day 1 TEACHING POINTS

## Spelling

### Revise previous step spelling list

1. White boards: Write it, chin it, rub it – single words
2. Spelling book: Dictation sentence

### Introduce new step spelling list

1. Prepare the board as follows

c-v-c		digraph		irregular	
st -		- ai -		wa -	
base list	extensions	base list	extensions	base list	extensions

DO NOT WRITE THE SPELLING LIST ON THE BOARD!

2. Procedure for getting the spelling list onto the board and into students' workbooks

Work through each list separately.

Explain the various headings/word structures, e.g. 'st-', '-ai-', 'wa-'.

Say the first word, e.g. 'stag' and ask the class to repeat the word after you. Ask students to tell the separate sounds in the word. You finger spell as they say the sounds, e.g. s-t-a-g (raise four separate fingers). Point to the finger that is the vowel sound (/a/ = 3<sup>rd</sup> finger) and ask, 'What sound?'

Ask students to write the word into their workbook. When everyone has written the word, write the word in the correct column on the board ask students to 'proofread' their spelling by comparing it with what you have written on the board. Ask students to 'proofread' their neighbour's spelling.

Proceed through the rest of the base words in the same way.

3. When all BASE words are on the board (and in the students' workbooks), work through a few selected words and extend them by adding suffixes, prefixes or by making compound words.

### Note

Briefly discuss the meaning of any unusual words

Step	Regular words (initial/final consonant blends)		Regular words Digraphs/Rules		Irregular Words			Spelling Extras		
	Revise	New	Extensions	Revise	New	Extensions				
5	pledge fridge sludge stodge smidge	whinge fringe twinge plunge orange ginger ranger	<b>Extensions</b> infringe(ment) plunger orangeade gingernut gingerbread	Revise escape exchange mistake donate educate amaze	New explode enclose alone refuse confuse amuse	<b>Extensions</b> explosion enclosure refusal confusion amusement	could would should	<b>Extensions</b> agency ability alienate  <b>New</b> ā/pron ā/gent Ā/pril ā/ble ā/corn ā/lien  <b>Revise</b> could would should	<b>Syllabification Rule 6</b> When a vowel ends a syllable, it usually says its long sound. <b>Rule:</b> when 'g' is followed by e, i, or y, it often changes its sound to /j/. 3. Irregular form of the past tense: shine/shone <b>Syllabification Rule 7</b> A long vowel can be a syllable on its own.	
6	whinge fringe twinge plunge orange ginger ranger	lounge change strange danger clever never	lounge chair exchange stranger strangest dangerous endanger	explode enclose alone refuse confuse amuse	define shine collide divide decide extreme athlete compete	definition shone collision division decision athletic competition	ā/pron ā/gent Ā/pril ā/ble ā/corn	head dead lead bread spread dread sweat	<b>Extensions</b> headline deadly leaden egghead hothead flatbread bedspread widespread  <b>New</b> have love mauve give sleeve	1. The digraph '-ea-' has three sounds: long /ē/ as in 'tea please'; short /ĕ/ as in 'dead head'; and long /ā/ as in 'great steak'. <b>Rule:</b> when 'g' is followed by e, i, or y, it often changes its sound to /j/.
7	lounge change strange danger clever never	quick struck attack paddock jacket	quicker quickest attacker starstruck dust jacket straitjacket	define shine collide divide decide extreme athlete compete	delay repay decay betray dismay	delayed repaid decaying betrayal	head dead lead	have love mauve give sleeve	<b>Extensions</b> haven't lovely given sleeveless	<b>Functions of the final 'e':</b> No English words end in the letter 'v'. If the last sound in a word is /v/ it must be followed by an 'e'.

# Level 3 Spelling List: Step 1

Note: All words in *italics* are extension words for those students who can already spell the words on the base lists.

## Spelling

Circle the spelling errors. Write the correct spelling on the line. (proofreading)

Be careful! There may be more than one error in each sentence.

- Did you sk ed on the wet mud? skid \_\_\_\_\_
- Did you finish the cross stich work? \_\_\_\_\_
- I don't think it is werth a milion dollars. \_\_\_\_\_
- Jamal wants to swich football teams. \_\_\_\_\_
- Do yoo have to speak so grufly? \_\_\_\_\_
- Hav you been driling holes in that wood? \_\_\_\_\_
- Farah wants to travel around the world. \_\_\_\_\_
- Don't snach things from me! \_\_\_\_\_
- Why did Dom ilustrate that werthless book? \_\_\_\_\_
- Emma does not like her frizy hair! \_\_\_\_\_

Underline any spelling errors. Re-write the sentences correctly on the lines. (proofreading)

Be careful! There may be more than one error.

Gat some help.

*Get some help.*

We will have a brilliant day on Monday.

The little boy cluched his dad's hand.

Doing your homework is well werth the effort.

Mum had to undo all of the stiches in her knitting.

Do you wont to illustrate this book?

## Level 3 Spelling List: Step 4

Note: All words in *italics* are extension words for those students who can already spell the words on the base lists.

### Comprehension

Fill in the blanks using the words given. (cloze)

Read the whole text to your partner.

escape	clever	timber	many	story	attempts	tunnel
Harry	prisoners	World	buttresses	sand	ground	challenge

### The Great Escape

*The Great Escape*, by Paul Brickhill, tells the real-life \_\_\_\_\_ about life in a German Prisoner of War (POW) camp during \_\_\_\_\_ War II. Hundreds of POWs were collected and imprisoned in camp Stag Luft III. This camp was designed to be escape-proof. The prisoners' living quarters were built on sand and raised off the \_\_\_\_\_ to make tunnelling almost impossible. However, that didn't stop the POW \_\_\_\_\_ committee from making plans, and around 600 of the 1 800 \_\_\_\_\_ were involved in the planning and construction of \_\_\_\_\_ tunnels. Three of the tunnels were named Tom, Dick, and \_\_\_\_\_. The prisoners stripped \_\_\_\_\_ from the huts to make \_\_\_\_\_ to shore up the earth and found \_\_\_\_\_ ways to dispose of almost 100 tonnes of \_\_\_\_\_.

Throughout the story the prisoners make many \_\_\_\_\_ to escape, such as clipping through the prison wire and digging multiple tunnels. The POWs tactics do eventually pay off and some of them escape. One snowy March night, seventy-six of the prisoners escaped through the \_\_\_\_\_ called Harry. The men were then faced with the \_\_\_\_\_ of escaping from German territory. This story was made into a movie in 1963.

## Level 3 Spelling List: Step 4

Note: All words in *italics* are extension words for those students who can already spell the words on the base lists.

### Comprehension

Use *The Great Escape* text on the previous page for the following exercises.

Put the numbers 1 to 4 in the first column to show the order in which the story happened.  
(sequencing)

	Three tunnels were called Tom, Dick, and Harry.
	Some prisoners escaped on a snowy night in March.
	Many prisoners were put into a Prisoner of War camp.
	The prisoners took timber from their huts.

Write your answers using complete sentences. (literal questions)

1. Who wrote the book, *The Great Escape*?

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2. What was the name of the camp?

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Write your answers using complete sentences. (inferential questions)

1. How did the Germans make tunnelling difficult?

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2. Why would it be difficult to make a tunnel in sandy ground?

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Write your answer using a complete sentence (predictive questions)

1. Why didn't the Germans want the prisoners to escape?

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## Level 3 Spelling List: Step 8

Note: All words in *italics* are extension words for those students who can already spell the words on the base lists.

Name \_\_\_\_\_

Date \_\_\_\_\_

Level 3 Step 8		Level 3 Step 7
Spelling List	Extension Words	Revision
cracker packet chicken wicker wreckage wicked	<i>nutcracker</i> <i>shipwreck</i>  <i>whicker</i>	quick struck attack paddock jacket
brook shook crook	<i>donnybrook</i> <i>crooked</i> <i>kookaburra</i>	delay repay decay betray dismay
wasp wand swan swap squad squash	<i>waspish</i> <i>wander</i> <i>squashy</i>	have love mauve give sleeve

### AN INTERESTING WORD for STEP 8

## Pavlova

Level  
3  
Food

This dessert is named after the famous Russian ballerina, Anna Pavlova. She toured Australia and New Zealand in 1926. The meringue base is said to resemble a ballerina's tutu.

### Meaning

A meringue based dessert, usually topped with cream and fruit



## Level 3 Spelling List: Step 8

Note: All words in *italics* are extension words for those students who can already spell the words on the base lists.

### Word study

#### Homophones

Homophones are words that are pronounced (said) the SAME but have DIFFERENT meanings. Homophones can also have **different spellings**.

### wicker and whicker

#### wicker

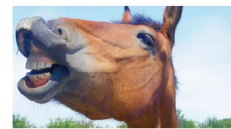
Pliable twigs, usually willow, woven to make items such as furniture and baskets.



#### whicker

To give a soft breathy, whinny. (whinny: a gentle, high-pitched neigh).

**Mnemonic:** the word 'whicker' includes the letter 'h' for 'horse'.



#### Complete these sentences

1. I could hear the horse \_\_\_\_\_ out in the paddock. (wicker / whicker)
2. Mum likes to make \_\_\_\_\_ baskets. (wicker / whicker)
3. Do you prefer a \_\_\_\_\_ chair or a wooden chair? (wicker / whicker)
4. I could hear the pony \_\_\_\_\_ in the stables. (wicker / whicker)
5. May I have some of your \_\_\_\_\_ straw as I do not have any left? (wicker / whicker)

### Word study

## Level 3 Spelling List: Step 8

Note: All words in *italics* are extension words for those students who can already spell the words on the base lists.

Fill in the blanks using the words given. (cloze)

Read the whole text to your partner.

bread	wheat	creek	wander	ready	wicker
chicken	bake	paddocks	busy	three	enjoy

### The Little Red Hen

A mother \_\_\_\_\_ and her chicks lived on a farm. Each day she and her chicks would \_\_\_\_\_ around the \_\_\_\_\_ greeting the other animals and looking for food. Her best friends were a dog, a cat, and a duck.

One morning, mother hen found some \_\_\_\_\_ seeds near the \_\_\_\_\_ and decided that she would plant them. She asked her \_\_\_\_\_ friends for help. "Who will help me plant the seeds?" she asked. "I'm too \_\_\_\_\_," said the duck. "Not me," muttered the dog. "And I am too tired," mumbled the cat. So, mother hen planted the seeds by herself.

The wheat grew and mother hen was soon able to cut the wheat, grind it into flour, and \_\_\_\_\_ a batch of crackers and some \_\_\_\_\_. She often asked her friends to help her with these tasks, but they just gave her the same answers. When the bread and crackers were \_\_\_\_\_ to be eaten, mother hen put them in a \_\_\_\_\_ basket and said, "Who will help me eat the bread and crackers?" Her three friends all yelled, "Me, me, me!"

But the mother hen had other plans, and said, "You did not give me any help when I asked you, so now only my chicks and I will be the ones to \_\_\_\_\_ our picnic lunch of fresh bread and crackers!"

### The moral of this story

(Moral: Standards of behaviour, principles of right and wrong.)

When you don't help someone do something, you can't expect to share that thing when it's finished.

# Level 3 Spelling List: Step 8

## Comprehension

Across	Down				
1. to make unclear	2. part of a shirt	wreckage	nutcracker	chicken	whicker
3. a water bird	4. a magic stick	swan	give	should	sleeve
6. a tool to open nuts	5. a type of biscuit	strange	jackets	wand	tread
8. something that is broken	7. coats	repay	confuse	april	cracker
10. a domestic bird	8. a horse noise				
12. pay back	9. donate				
13. unusual	11. step				
14. a month					
15. similar to 'would'					

The crossword puzzle grid is 15 columns wide and 15 rows high. The starting points for the words are as follows:

- 1: Row 1, Column 4
- 2: Row 1, Column 11
- 3: Row 2, Column 1
- 4: Row 2, Column 2
- 5: Row 3, Column 5
- 6: Row 4, Column 2
- 7: Row 5, Column 1
- 8: Row 5, Column 3
- 9: Row 5, Column 10
- 10: Row 6, Column 1
- 11: Row 7, Column 5
- 12: Row 7, Column 6
- 13: Row 8, Column 1
- 14: Row 9, Column 5