



Programming for Spelling

Level 3 Study Sheets

Steps 21-30

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Generic Lesson Plan Structure

Introduction of a new spelling list.

Lesson Focus

Introduction	Gain students' attention (personalised classroom Attention Signal).	<p><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></p> <ol style="list-style-type: none"> 1. REVIEW the content of the previous spelling list. 2. Introduce the content of the new spelling list.
	<p>Review critical prerequisite skills.</p> <p>State the goal of the lesson and its relevance.</p>	
Development and Consolidation	<p><u>Modelling (+ think aloud)</u></p> <p>Show and tell - involve students.</p>	<p>Introduce the rule/concept. Use If-then construction.</p> <p>Illustrate the concept with examples and non-examples.</p>
	<p><u>Guided practice</u></p> <p>Guide students in performing the skill or strategy.</p>	<p>Provide physical, verbal, or visual prompts. Gradually fade scaffolding. Guide students in analysing examples and non-examples using the critical attributes.</p>
	<p><u>Unprompted practice</u> <i>pairs/groups</i></p>	<p>Check students' understanding. Have students perform the skill/strategy in pairs or groups without prompts.</p>
	<p><u>Unprompted practice</u> <i>individual</i></p>	<p>Check students' understanding. Have students perform the skill/strategy individually without prompts.</p>
Culmination	<p>Review critical content. Preview the content of the next lesson.</p>	<ol style="list-style-type: none"> 1. REVIEW the content of lesson. 2. Introduce the content of the next lesson.

Level 3 Spelling List: Step 22

Spelling

The sounds of 'c'

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

Do you want a slise of cake?

I am going round in sircles!

This sentense has a mistake in it.

Who has hidden the colour pensils?

Trase the map of Australia into your book.

I will have to drive into the sity sentre.

Read each sentence and write which 'c' rules are operating in the sentence.

I have ten cents in my pocket.

Will you accept my promise?

I need to catch the next bus.

The cat is walking along the top of the fence.

The police came to the accident.

My birthday is in December.

Level 3 Spelling List: Step 23

Spelling

Spelling Rule

For some words that end in 'f' or '-fe' we need to change the 'f' to 'v' and add '-es' to make a plural.

Some words do not obey this rule:

- words that end in '-ff' (cliff, scuff, sniff)
- some words that end in '-f' (roof, chief, oaf)

Complete these sentences. (spelling: rule)

1. The vet will check the _____ of our horses. (hooves, hoofs)
2. Let's go for a walk along the tops of the _____. (cliffs, clives)
3. Would you like to cut these apples into _____? (halfs, halves)
4. All of the houses in this street have red _____. (rooves, roofs)
5. The _____ in the Artic have white fur. (wolves, wolfs)
6. The _____ on the oak trees have turned brown. (leaves, leafs)

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

Look at the autumn leafs everywhere in the garden.

How many halfs are there in a whole?

We wanted to explore the local bush by ourselves.

How many lifes does a cat have?

Henry the eighth had six wives!

Level 3 Spelling List: Step 26

Writing Conventions

Grammar - Nouns (Number)

A noun has number: it is either **singular** or **plural**. A noun is singular if it refers to one person or thing. A noun is plural if it refers to *more than* one person or thing.

How to form plurals

1. Simply add an 's' (bag/bags; juice/juices; thermometer/thermometers).
2. If you can hear an /es/ sound at the end of a word, use '-es' for spelling. Words ending in 'ch', 'tch', 's', 'sh', 'ss', 'x' or 'z' conform to this rule (watch/watches; brush/brushes).
3. There are two ways to make plurals of compound words:
 - a) simply add an 's' (handcart/handcarts; handbag/handbags; doorknob/doorknobs; toothache/toothaches; forehead/foreheads)
 - b) add an 's' to the **first** part of the compound word (passer-by/passers-by; sister-in-law/sisters-in-law)
4. Words that end in 'y' after a vowel, just add 's' (monkey/monkeys; stray/strays; envoy/envoys; kidney/kidneys; valley/valleys).
5. Words that end in a **consonant** followed by a 'y' change the 'y' to 'i' and add 'es'. (jelly/jellies; dummy/dummies; bunny/bunnies; nappy/nappies; body/bodies; copy/copies; city/cities).
6. There are two ways to make plurals of words that end in 'f':
 - a) simply add an 's' (roof/roofs; chief/chiefs; cliff/cliffs)
 - b) change the 'f' to 'v' and add 'es' (hoof/hooves; shelf/shelves; thief/thieves; leaf/leaves; wharf/wharves).
7. There are two ways to make plurals of words that end in 'o':
 - a) simply add an 's' (piano/pianos; albino/alinios; contralto/contraltos; salvo/salvos; silo/silos)
 - b) add '-es' (halo/haloes; veto/vetoes; tomato/tomatoes; potato/potatoes).
8. Some words have the same word for the singular and the plural form (sheep, trout)
9. Some words have a plural form that is different to the singular form. (goose/geese; tooth/teeth; mouse/mice; louse/lice)
10. Some words from other languages have their own plurals.
 - i) French words (gateau/gateaux; plateau/plateaux)
 - ii) Latin words (curriculum/curricula; larva/larvae; nucleus/nuclei)
 - iii) Greek words (crisis/crises; iris/irises; thesis/theses)

Level 3 Spelling List: Step 27

Writing Composition

Write a paragraph (text construction)

A paragraph is a group of sentences about a single idea. It should start with a topic sentence, followed by sentences that support that main idea. Include one compound sentence.

Title: An Awful Story

Topic sentence

Supporting sentence 1

Supporting sentence 2

Supporting sentence 3

Create an illustration for your paragraph.



Level 3 Spelling List: Step 29

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 29		Step 28
Spelling List	Extension Words	Revision
found bound ground count cloud flour	<i>foundling</i> <i>counter</i> <i>cloudy</i> <i>flourless</i>	2 sounds of 'ow' Discrimination step crown crowd growl power flower window yellow narrow
Words ending in '-o' ego cameo piano video hero mango potato volcano	<i>egos</i> <i>cameos</i> <i>pianos</i> <i>videos</i> <i>heroes</i> <i>mangoes</i> <i>potatoes</i> <i>volcanoes</i>	Words ending in '-tle' castle whistle thistle hustle nestle

AN INTERESTING WORD for STEP 29

<h2>Momo</h2>		
Level 3 Food	Etymology Nepalese: mo: <i>food made using wheat flour.</i>	Meaning A type of steamed, filled dumpling that originated in Nepal and Tibet.

Level 3 Spelling List: Step 30

Writing Conventions

Grammar - Infinitive Verbs

Infinitives are a form of verbs that are made by adding the word 'to' in front of the verb. An infinitive can be used as a noun, an adjective or an adverb.

Examples

to chirp	to squirt	to ache	to buy
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Irregular verbs

There are about 300 irregular verbs. Irregular verbs are all of those which form the past tense by changing the inside vowel and do not add a final '-ed' or '-t'.

Examples

grew	began	felt	sold
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Sort these words into regular past tense, irregular past tense, and infinitives.

valued	to regret	rescued	to read	threw	to whistle
spelt	found	began	pursued	spoilt	was
sold	continued	to admit	flew	bound	queued

Regular Past Tense	Irregular Past Tense	Infinitives