

# THE GRAMMAR OF SPELLING

SECOND EDITION

*Grade*  
*3*

by Matt Whitling

# Resources for Reading Comprehension, Writing, and Spelling

- C040 Elementary Literature List
- C080 Imitation in Writing: Aesop's Fables
- C083 Imitation in Writing: Fairy Tales
- C084 Imitation in Writing: Medieval Legends
- C085 Imitation in Writing: Greek Myths
- C086 Imitation in Writing: Greek Heroes
- C087 Imitation in Writing: Poetry
- C088 Imitation in Writing: Poetry - Teacher's Edition
- C089 Imitation in Writing: Poetry Primer
- C089TE Imitation in Writing: Poetry Primer Teacher's Edition
- C090 Reading Comprehension: Beginning Literature 1
- C092 Reading Comprehension: Beginning Literature 2
- C094 Reading Comprehension: More Stories from Grandma's Attic
- C096 Reading Comprehension: Still More Stories from Grandma's Attic
- C098 Reading Comprehension: Little House in the Big Woods
- C100 Reading Comprehension: Little House on the Prairie
- C102 Reading Comprehension: By the Shores of Silver Lake
- C104 Reading Comprehension: The Long Winter
- C106 Reading Comprehension: Charlotte's Web
- C107 Reading Comprehension: The Lion, the Witch, and the Wardrobe
- C108 Reading Comprehension: The Horse and His Boy
- C109 Reading Comprehension: The Magician's Nephew
- C110 Reading Comprehension: Prince Caspian
- C111 Reading Comprehension: The Silver Chair
- C112 Reading Comprehension: The Voyage of the Dawn Treader
- C113 Reading Comprehension: The Last Battle
- C116 Writing Trails with Great Composers
- C117 Writing Trails with Men of Science
- C118 Immigrant Trails in American History
- C119 Writing Trails in American History
- C120 Tales from Shakespeare
- C132 Grammar of Spelling/Grade 2
- C134 Grammar of Spelling/Grades 4-6
- C140 Upper Grammar Literature Book I
- C141 Upper Grammar Literature Book II
- C142 Upper Grammar Literature Book III
- C143 Upper Grammar Literature Book IV
- C144 Upper Grammar Literature Book V

C133 Grammar of Spelling/Grade 3  
ISBN 1-930443-65-X 30.00

Logos School Materials  
110 Baker Street, Moscow, Idaho 83843  
Toll Free 866-562-2174  
[www.logoschool.com](http://www.logoschool.com) or [materials@logoschool.com](mailto:materials@logoschool.com)

Call, write, or email for a free catalog of our Classical,  
Christian educational materials for schools and home schools.

Copyright ©2004. All rights reserved.

**THE GRAMMAR OF SPELLING**  
*The Art of Reading and Writing English*  
by Isaac Watts

The Knowledge of letters is one of the greatest blessings that ever God bestowed on the children of men. By this means we preserve for our own use, through all our lives, what our memory would have lost in a few days, and lay up rich treasure of knowledge for those that shall come after us.

By the arts of reading and writing, we can sit at home and acquaint ourselves what is done in all the distant parts of the world, and find what our fathers did long ago in the first ages of mankind. By this means a Briton holds correspondence with his friend in America or Japan, and manages all his traffic. We learn by this means how the old Romans lived, how the Jews worshiped: We learn what Moses wrote, what Enoch prophesied, where Adam dwelt, and what he did soon after the creation; and those who shall live when the Day of Judgement comes, may learn by the same means what we now speak, and what we do in Great-Britain, or in the land of China.

In short, the art of letters does, as it were, revive all the past ages of men, and set them at once upon the stage; and brings all the nations from afar, and gives them, as it were, a general interview: so that the most distant nations, and distant ages of mankind may converse together, and grow into acquaintance.

But the greatest blessing of all, is the knowledge of the Holy Scripture, wherein God has appointed his servants in ancient times to write down the discoveries which he has made of his power and justice, His providence and grace, that we who live near the end of time may learn the way to heaven and everlasting happiness.

Thus letters give us a sort of immortality in this world, and they are given us in the Word of God to support our immortal hopes in the next.

Those therefore who wilfully neglect this sort of knowledge, and despise the art of letters, need no heavier curse of punishment than what they choose for themselves, to live and die in ignorance both of the things of God and man.

If the terror of such a thought, will not awaken the slothful to seek so much acquaintance with their mother-tongue, as may render them capable of some of the advantages here described; I know not where to find a persuasive that shall work upon souls, that are sunk down so far into brutal stupidity, and so unworthy of a reasonable nature.



# THE GRAMMAR OF SPELLING

## Contents

Page		
9	Lesson 1	Introductory lesson
11	Lesson 2	Days of the week and months of the year
13	Lesson 3	Vowel digraph <b>ow</b>
15	Lesson 4	Vowel digraph <b>aw</b>
17	Lesson 5	Homophones and sight words
19	Lesson 6	/k/ spelled <b>ck</b> and <b>k</b>
21	Lesson 7	Consonant digraph <b>ch</b>
23	Lesson 8	Words ending in <b>-ic</b>
25	Lesson 9	/j/ spelled <b>ge</b> and <b>dge</b>
27	Lesson 10	Homophones and sight words
29	Lesson 11	/ē/ spelled <b>y</b> and <b>ey</b>
31	Lesson 12	Vowel digraphs <b>ew</b> and <b>ue</b>
33	Lesson 13	Vowel digraph <b>ou</b>
35	Lesson 14	Words ending in <b>-al</b> and <b>-el</b>
37	Lesson 15	Homophones and sight words
39	Lesson 16	States of the U.S.
41	Lesson 17	States of the U.S.
43	Lesson 18	Words with silent letters
45	Lesson 19	Words ending in <b>-er</b>
47	Lesson 20	Homophones and sight words
49	Lesson 21	Vowel digraph <b>ur</b>
51	Lesson 22	/k/ spelled <b>ch</b> and words ending in <b>-ture</b>
53	Lesson 23	Words ending in <b>-ate</b> and <b>-ect</b>
55	Lesson 24	Words ending in <b>-tion</b> and <b>-sion</b>
57	Lesson 25	Homophones and sight words
59	Lesson 26	Words ending in <b>-ar</b> and <b>-ard</b>
61	Lesson 27	Compound words
63	Lesson 28	Numbers as words
65	Lesson 29	Books of the New Testament
67	Lesson 30	Rule #1 The Doubler
69	Lesson 31	Rule #1 The Doubler
71	Lesson 32	Rule #2 Final <b>E</b>
73	Lesson 33	Rule #2 Final <b>E</b>
75	Lesson 34	Rule #3 <b>I</b> before <b>E</b>
77	Lesson 35	Rule #3 <b>I</b> before <b>E</b>
79		Blank worksheet
81		Test form
82		3 <sup>rd</sup> Grade Spelling List

# THE GRAMMAR OF SPELLING

## Worksheet Instructions

A spelling worksheet is provided for each week in this book. At the top there is a blank in which the students are to identify the particular pattern or patterns reflected in each list of words. In Lesson #2 the patterns are “Days of the Week & Months of the Year.” In Lesson #3 the pattern is “ow.” The worksheets essentially have four components to them. These can be spread throughout the week or completed all on one day. The four components are:

1. Repeat and Write: In this activity the teacher says the spelling word, the students listen, repeat the word in unison and then write the word on the blank in cursive.
2. Alphabetize in Print: The students are to alphabetize the words in two groups, 1-10 and 11-20, and then print (not write) them on the blank. If they write the alphabetized number in the small circle provided, and copy the words only after the entire list is numbered, mistakes can be corrected easily. For example in Lesson #1 the students are to locate the word that comes first alphabetically. This word is *class*, therefore in the circle to the right of the word *class* the student is to write the number one. The number two will be written in the circle following the word *consonant* and so forth. This activity should be done together as a whole class led by the teacher for the first few weeks until the students have the gist of how to alphabetize using the circles correctly.
3. Flip - n - Write: The students will look carefully at the word on the front of the sheet, keep the spelling in mind, flip the paper over and write the word in cursive on the blank. Do not allow the students to fold their papers and copy without flipping!
4. CAPITAL PRINT: The students are to carefully and neatly print each spelling word in capital letters. This provides an opportunity to see the words in a much different format than usual, requiring a bit more care and checking to insure that the words are indeed spelled correctly.

There is an optional Stella Group box on the back of each sheet. As an extra motivation for my very gifted spellers I formed the Stella Group (*stella* is Latin for star). In order to be a Stella Group Member you must earn three 100%'s in a row on spelling tests. Once you are in the group you have the privilege of receiving five additional words (extremely difficult ones) per week as long as you are a member. Another perk is that all Stella Group Members are exempt from completing the CAPITAL PRINT portion of the worksheet each week. As soon as a member misses any word on a spelling test he is out of the group and he must begin anew to accumulate three more perfect scores in order to reenter the society. This helps to keep things interesting for those competitive spellers who tend to be difficult to challenge.

# Sample Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

- Directions:**
- A. Repeat and Write: Repeat each word after your teacher then write the word carefully in cursive. Check the spelling and memorize how the letters fit together to make each word.
- B. Alphabetize in Print: Alphabetize the list by numbering the bubbles that follow each word. Make sure your pencil is sharp so that you can write neatly. After all the bubbles have been numbered, print the words alphabetically in the right hand column.

## Repeat and Write

1. spelling spelling (7)
2. vowel vowel (9)
3. consonant consonant (2)
4. verse verse (8)
5. recess recess (5)
6. class class (1)
7. school school (6)
8. lunch lunch (3)
9. read read (4)
10. write write (10)

## Alphabetize in Print

1. class
2. consonant
3. lunch
4. read
5. recess
6. school
7. spelling
8. verse
9. vowel
10. write

- Directions:**
- A. Flip and Write: Flip your page over and look at the first spelling word. Flip the page back and write it in cursive in the left column below.
- B. CAPITAL PRINT: Print the spelling words using CAPITAL letters in the right column below. Check each word to make sure you have printed it correctly.

## Flip and Write

1. spelling
2. vowel
3. consonant
4. verse
5. recess
6. class
7. school
8. lunch
9. read
10. write

## CAPITAL PRINT

1. **SPELLING**
2. **VOWEL**
3. **CONSONANT**
4. **VERSE**
5. **RECESS**
6. **CLASS**
7. **SCHOOL**
8. **LUNCH**
9. **READ**
10. **WRITE**

# THE GRAMMAR OF SPELLING

## Cumulative Lists

Teachers often lament that students in their classes can master a list of twenty spelling words for the test on Friday and then proceed to misspell the very same words the next week in their compositions. So, how ought we to address this problem? If we want our students to remember how to spell words that they have studied in the past then we must teach in such a way that communicates this. Are the students motivated to do well in spelling? Are they motivated to remember lists of words at one week intervals, always keeping in mind that spelling words are like the wind, prone to come from unseen bellows and then disappear as quickly as they come? Our goal as teachers is of course that our pupils would retain the information that we teach. But do we communicate this desire to our students by the way that we structure their spelling instruction? What we often see is an inconsistency between our desired outcome and the methodology we employ to bring about that end. In order to realign how we teach spelling, a cumulative approach to word selection will encourage students to review and retain what they have previously studied.

A cumulative approach to word selection simply means that past spelling words will regularly show themselves on future tests. This is how it works. Each week twenty spelling words are introduced. The students will practice these twenty words in and out of class in the way they normally would. The difference is that on test day five review words will appear on the test as well. By requiring the students to keep in mind the spelling of past words we are communicating to them the “real life” principle that spelling is cumulative. In order to help our pupils keep track of the words that they will be held accountable for, a cumulative list can be sent home at the beginning of the week. Each week twenty new words will be added to the cumulative list in order to update it. Words will accumulate in this manner for as long as the teacher deems reasonable. Initially it might be best to “clear the table” at the end of each quarter. This would require the students to be responsible for a maximum of 200 words at the end of a 10 week quarter.

## Spelling Rules

In lessons 30-35 the students will be introduced to the first three spelling rules taught in this program. The rules have been written in simple poetry so that they can be sung or chanted regularly by the students during the weeks in which they are covered. In the fourth grade spelling book these three rules will be reviewed and expanded upon, and the students will learn the next two rules of spelling.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Lesson # 1**

**Directions:** A. Repeat and Write: Repeat each word after your teacher then write the word carefully in cursive. Check the spelling and memorize how the letters fit together to make each word.

B. Alphabetize in Print: Alphabetize the list by numbering the bubbles that follow each word. Make sure your pencil is sharp so that you can write neatly. After all the bubbles have been numbered, print the words alphabetically in the right hand column.

*Repeat and Write*

1. spelling \_\_\_\_\_ ○
2. vowel \_\_\_\_\_ ○
3. consonant \_\_\_\_\_ ○
4. verse \_\_\_\_\_ ○
5. recess \_\_\_\_\_ ○
6. class \_\_\_\_\_ ○
7. school \_\_\_\_\_ ○
8. lunch \_\_\_\_\_ ○
9. read \_\_\_\_\_ ○
10. write \_\_\_\_\_ ○

Alphabetize in Print

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Directions:** A. Flip and Write: Flip your page over and look at the first spelling word. Flip the page back and write it in cursive in the left column below.

B. CAPITAL PRINT: Print the spelling words using CAPITAL letters in the right column below. Check each word to make sure you have printed it correctly.

*Flip and Write*

CAPITAL PRINT

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Lesson # 2**

What's the pattern? \_\_\_\_\_

*Repeat and Write*

Alphabetize in Print

1. Monday \_\_\_\_\_ ○

1. \_\_\_\_\_

2. Tuesday \_\_\_\_\_ ○

2. \_\_\_\_\_

3. Wednesday \_\_\_\_\_ ○

3. \_\_\_\_\_

4. Thursday \_\_\_\_\_ ○

4. \_\_\_\_\_

5. Friday \_\_\_\_\_ ○

5. \_\_\_\_\_

6. Saturday \_\_\_\_\_ ○

6. \_\_\_\_\_

7. Sunday \_\_\_\_\_ ○

7. \_\_\_\_\_

8. week \_\_\_\_\_ ○

8. \_\_\_\_\_

9. January \_\_\_\_\_ ○

9. \_\_\_\_\_

10. February \_\_\_\_\_ ○

10. \_\_\_\_\_

---

11. March \_\_\_\_\_ ○

1. \_\_\_\_\_

12. April \_\_\_\_\_ ○

2. \_\_\_\_\_

13. May \_\_\_\_\_ ○

3. \_\_\_\_\_

14. June \_\_\_\_\_ ○

4. \_\_\_\_\_

15. July \_\_\_\_\_ ○

5. \_\_\_\_\_

16. August \_\_\_\_\_ ○

6. \_\_\_\_\_

17. September \_\_\_\_\_ ○

7. \_\_\_\_\_

18. October \_\_\_\_\_ ○

8. \_\_\_\_\_

19. November \_\_\_\_\_ ○

9. \_\_\_\_\_

20. December \_\_\_\_\_ ○

10. \_\_\_\_\_

*Flip and Write*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

CAPITAL PRINT

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_