

## Third Grade

### Word Study Lessons: Phonics, Spelling and Vocabulary Helpful Hints As You Plan For Instruction

--**Sources of Information** There is a wealth of information contained in the teacher's book that explains the lessons, procedures, rationales, ELL guidelines, Follow-Up, as well as the literacy concepts every student at your grade level should know.

--**Month by Month Planning Guide** Beginning on page 38, these descriptions will help you prepare not only for the current month but also to look into what will be coming in future months. It is helpful in bringing together what the entire balanced literacy program should look like at a given point in time.

--**Consider Your Child** This is a section at the beginning of every lesson that is *very important to read*. It informs you about when children are ready for the lesson—what prior literacy experiences or behaviors should be in place.

--**Charts** made during lessons need to be displayed in the classroom. Teach students to refer to these during reading and writing to help them see the connection between how words work and how we apply this information.

#### ***Points to consider as you plan Word Work lessons:***

- The priority lessons provide for approximately two lessons per week.
- Certain students may benefit from lessons not listed or from repeating the lessons. Some lessons are more appropriate for small group instruction to give students the opportunity to manipulate magnetic letters or word cards.
- The classroom teacher should give lesson instruction.
- The **Apply** activity or follow up work could be done as a center as long as an adult is available to supervise and to listen to students read their work.
- Notes by some lessons are meant to assist teachers in preparing for and delivering instruction.
- Throughout each month, lessons could be done in a different order than the list as long as lessons within a given category are done in order (LS—1 before LS—2; but WS—3 could be done before LS—1) Check the principles taught and the skills they build on to be sure students are ready for the lesson if you choose a different order.

Many of these 3<sup>rd</sup> grade lessons have been used in classrooms already. Because the lessons have been used with students, we would like to make a few suggestions. You and your 3<sup>rd</sup> grade colleague(s) can take turns making the items used in the lessons. Once you have them made, they can be used over and over. If you plan ahead enough, your paras can do the cutting, labeling, and bagging of cards.

**Game Cards:** Many lessons require game cards. Game cards do not need to be made as shown in the book, they'll work better if you:

- Enlarge the binder cards 129% (letter to 11x17) and then 110% again.
- Cut the 11x17 in half and it is then close to regular 8 ½ x 11 size to fit in the copier.
- Copy them on to card stock to make them more durable.

(Some masters for game cards will be sent to your reading specialist.)

**Game Boards, Grids, etc.:** Many games require the students to have their own game “boards”: Lotto, checkers, and word plots . . .

- Create 8-10 “masters” for the game boards (some might need to be enlarged a little from the binder)
- Some games need multiple versions for pairs of students to use. Be sure to write the lesson number as well as an indication of its version so that two students working together can easily select different versions.
- Laminate the boards before using so they are durable and reuseable.
- Instead of marking on the game boards, use bingo chips or other counters (M&M's or Cherrios add to the fun).
- Some masters for game boards have been modified and will be prepared for you by your building reading specialist.

**Sorting Cards:** Most lessons that have cards for sorting could very easily be shared between 2 students. Each student doesn't need all the cards, distribute among students so that each has enough to sort without being overwhelmed.

**Game Dice:** Can be made from blank 1” blocks (found at Nasco for about \$12 for 100 of them.) You might find these with the math supplies or your building could buy a bucket or two and K-3 could use them when they need dice for something. It's much cheaper than buying blank plastic dice or making them out of paper.

**Poems and Charts:** Take the time to write up the poems and excerpts neatly and then laminate them. They can be used over and over. Hint: Label the lesson on the back.

**Filing System:** You need a filing system that works for you. Some people use Zip-loc bags, others use envelopes. Using file folders has helped, but some do get a little full with the bags of sorting cards. Remember to label each bag or envelope with the lesson number.

**Word Study Notebooks:** Many of the lessons have graphic organizers in the “**Apply**” portion of the lesson. Some of the organizers need to be used for the full effect, but many of the lessons can be written by students in a word study notebook instead of copying all of the sheets they suggest (especially for sorting).

- **HOWEVER-** The cards do need to be copied because many students still need to manipulate the words.
- If you do use a graphic organizer, try having students glue the left edge into the word study notebook. Students can then fold over the sheet so it doesn’t stick out of their notebook. This is a good way to have students store their work if you are not sending it home.

**Lesson Phonics Principles:** Many lessons follow a specific phonics principle.

- Type out that principle and copy it multiple times on a sheet of paper. (keep a sheet as a master)
- Cut the paper apart into strips, so everyone will have a small strip with the principle typed on it.
- When a lesson has students do an activity with a principle (like sorting), they should tape the principle strip onto the top of the notebook page so they know the principle. You can also refer back to that place in the notebook during guided reading or read aloud when you or the students find something that also fits the principle.
- Create charts with the class during the “**Teach**” portion of the lesson. Those can be posted in the room as an add-to chart.

**Magnetic Letters or Tiles:** Many lessons call for magnetic letters or tiles. The students need the manipulation of the letters to really “see” what they are doing. Some sets may need to be purchased. Share with colleagues (each get 3 sets). It seemed that approximately 6-7 sets were needed if the whole class was doing the activity.

**Games** that are done as the “**Apply**” portion of the lessons are crucial pieces to the students’ understanding. Many of the games need to be played more than once for children to really understand the concepts of the games and ways the word work benefit them. Suggested ways to provide more time for students to play word games:

- Indoor recess
- Keeping a small group (1 group per day) inside for recess
- Fun Friday activities (reward)
- Centers

**Many of the lessons should be done over and over with new material/words.**

## Third Grade Word Study Lessons: Phonics, Spelling and Vocabulary Priority Lessons —September

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—1 Letter Sound Relationships Page 75	Recognizing Words with Consonant Clusters	<ul style="list-style-type: none"> <li>A group of two or three consonants is a consonant cluster.</li> <li>You can usually hear each sound in the cluster.</li> </ul>	Making Words	* Lesson can be written in a word study notebook instead of the BL-Master
LS—2 Letter Sound Relationships Page 79	Identifying Words with Ending Consonant Clusters	<ul style="list-style-type: none"> <li>Some words have consonant clusters at the end.</li> <li>You can hear each sound.</li> </ul>	Making Words	Hi-lighter tape (1.5 “) will be useful in the <b>Teach</b> section.
SP—2 Spelling Patterns Page 158	Recognizing Word Patterns With Ending Consonant Clusters	<ul style="list-style-type: none"> <li>Some words have patterns that end with consonant clusters (mask, lump).</li> </ul>	Go Fish	
HF—1 High Frequency Words Page 223	Recognizing HF Words 1	<ul style="list-style-type: none"> <li>You see some words many times when you read.</li> <li>Words you see a lot are important because they help you read and write.</li> </ul>	Make, Say, Check, Mix	The 2 <sup>nd</sup> grade version (Pg 273) of this sheet is nicer than the smaller 3 <sup>rd</sup> grade—borrow theirs.
WSA—1 Word Solving Actions Page 433	Learning How to Learn Words: Buddy Study 1	<ul style="list-style-type: none"> <li>You can make a word several times to learn the sequence of letters.</li> </ul>	Choose, Write, Build, Mix, Fix, Mix	**
WSA—2 Word Solving Actions Page 437	Learning How to Learn Words: Buddy Study 2	<ul style="list-style-type: none"> <li>You can look at a word, say it, cover it, write it, and check it to help you learn to spell it correctly.</li> </ul>	Look, Say, Cover, Write, Check	**
WSA—3 Word Solving Actions Page 441	Learning How to Learn Words: Buddy Study 3	<ul style="list-style-type: none"> <li>You can write a word, look at it, and try again to make it look right.</li> <li>You can notice and think about the parts of words that are tricky for you.</li> <li>You can write words to see if you know them.</li> </ul>	Buddy Check	**
WSA—4 Word Solving Actions Page 445	Learning How to Learn Words: Buddy Study 4	<ul style="list-style-type: none"> <li>You can use parts of words you know to read or write new words.</li> <li>You can use what you know about words to read new words.</li> </ul>	Making Connections	**
WSA—5 Word Solving Actions Page 449	Learning How to Learn Words: Buddy Study 5	<ul style="list-style-type: none"> <li>You can write words to see if you know them.</li> </ul>	Buddy Study Test	**

\* Keep the onset cards separate from the rime cards. Make copies for use by individuals or small groups. Managing the cards from the start will help make the lessons go more smoothly.

\*\*These procedures for studying and learning to read/spell new words can be used with any spelling words.

### Third Grade Word Study Lessons: Phonics, Spelling and Vocabulary Priority Lessons—October

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—3 Letter Sound Relationships Page 83	Recognizing Words with Ending Consonant Digraphs	<ul style="list-style-type: none"> <li>Some clusters of consonants stand for one sound that is usually different from either of the letters. They are called consonant digraphs.</li> </ul>	Consonant Cluster Lotto	
LS—4 Letter Sound Relationships Page 87	Recognizing Words with Beginning and Ending Consonant Digraphs	<ul style="list-style-type: none"> <li>You can hear the sound of a consonant digraph at the beginning or end of a word.</li> </ul>	Go Fish	
LS—6 Letter Sound Relationships Page 95	Identifying Words with Different Vowel Sounds: <i>oo, ow, ea</i>	<ul style="list-style-type: none"> <li>Two letters that go together can stand for different sounds in different words: <i>moon/look, snow/cow, meat/break.</i></li> </ul>	Connect	
SP—3 Spelling Patterns Page 161	Recognizing Word Patterns with Long Vowel Sounds	<ul style="list-style-type: none"> <li>Some words have a long vowel pattern. You can hear the long vowel sound (make, green, pie, coat, few).</li> </ul>	Blind Sort	You select the rime patterns. You could make the cards yourself on Excel or choose from list.
SP—4 Spelling Patterns Page 165	Recognizing Phonograms with Double Vowels	<ul style="list-style-type: none"> <li>Some words have double vowels followed by a consonant.</li> <li>Sometimes the vowels are long.</li> <li>Sometimes they have other sounds.</li> </ul>	Crazy Eights	
HF—2 High Frequency Words Page 27	Recognizing HF Words 2	<ul style="list-style-type: none"> <li>You see some words many times when you read.</li> <li>Words you see a lot are important because they help you read and write.</li> </ul>	Concentration	Make cards on the computer.
WM/V—2 Word Meaning/Vocabulary Page 253	Working with Compound Words	<ul style="list-style-type: none"> <li>Some words are made up of two words that are combined—compound words.</li> </ul>	Word Sorting	
WM/V—3 Word Meaning/Vocabulary Page 257	Exploring Homophones	<ul style="list-style-type: none"> <li>Some words sound the same, but look different and have different meanings.</li> </ul>	Words in Context	List is easier to read if enlarged to 11X17(back to back). Have students keep list in Writing Folder.
WS—1 Word Structure Page 343	Summarizing Contractions	<ul style="list-style-type: none"> <li>To make a contraction, put two words together, leaving out a letter(s).</li> <li>Write an apostrophe where the letter(s) are left out.</li> </ul>	Crazy Eights	Less common contractions may be difficult—see “Consider Your Children” section.
WS—2 Word Structure Page 347	Recognizing Syllables in Words with Double Consonants	<ul style="list-style-type: none"> <li>Divide the syllables between the consonants when a word has two similar consonants in the middle (run•ning).</li> </ul>	Checkers	

## Third Grade Word Study Lessons: Phonics, Spelling and Vocabulary Priority Lessons—November

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
SP—5 Spelling Patterns Page 169	Recognizing Word Patterns with the Short <i>o</i> Sound	<ul style="list-style-type: none"> <li>Some words have patterns with vowels that make the /<i>aw</i>/ as in <i>saw</i>.</li> <li>Several patterns of letters can stand for the sound: <i>wall, paw, taught, cost</i>.</li> </ul>	Battle	
SP—6 Spelling Patterns Page 173	Recognizing Word Patterns with Unique Vowel Sounds: Long <i>u</i>	<ul style="list-style-type: none"> <li>Some words have patterns with vowels that make the /<i>ü</i>/ as in moon.</li> <li>Several patterns of letters can stand for the long /<i>u</i>/ (tune, suit, soup).</li> </ul>	Word Pairs	Searching for these rimes can be tedious. A list will be provided for you to put in binder.
SP—7 Spelling Patterns Page 177	Recognizing Word Patterns with Unique Vowel Sounds: <i>oo</i>	<ul style="list-style-type: none"> <li>Some words have patterns with vowels that make the sound we hear in <i>book</i>.</li> <li>Several patterns of letters can stand for the sound (<i>book, could</i>).</li> </ul>	Blind Two-Way Sort	
WM/V—4 Word Meaning/Vocabulary Page 261	Connection Words	<ul style="list-style-type: none"> <li>Some words go together because of what they mean.</li> </ul>	Open Word Sort	Can be used in Science/Social Studies
WM/V—5 Word Meaning/Vocabulary Page 265	Connecting Concept Words	<ul style="list-style-type: none"> <li>Some words represent big ideas/items. You can find words that represent smaller ideas related to the big ideas.</li> </ul>	Word Maps	Can be used in Science/Social Studies
WM/V—6 Word Meaning/Vocabulary Page 269	Recognizing and Using Synonyms	<ul style="list-style-type: none"> <li>Some words mean about the same thing and are called synonyms.</li> </ul>	Synonyms Match	Word Choice Mini-Lesson
WM/V—7 Word Meaning/Vocabulary Page 273	Recognizing and Using Antonyms	<ul style="list-style-type: none"> <li>Some words mean about the opposite and are called antonyms.</li> </ul>	Antonyms Concentration	
WM/V—8 Word Meaning/Vocabulary Page 277	Synonyms and Sentences	<ul style="list-style-type: none"> <li>Same as WM/V—6</li> </ul>	Go Fish	
WS—3 Word Structure Page 351	Recognizing Words with Open Syllables	<ul style="list-style-type: none"> <li>When a syllable ends with a vowel, the vowel is usually long. The syllable is open. (me, ho•tel)</li> </ul>	Word Plot	
WS—4 Word Structure Page 355	Recognizing words with Closed Syllables	<ul style="list-style-type: none"> <li>When a syllable ends with a vowel and a consonant, the syllable is closed and the vowel is usually short. (lem•on)</li> </ul>	Taking Words Apart	Use dot to show syllable break, as in a dictionary.
WS-5 Word Structure Page 359	Recognizing Syllables in Words with a Silent <i>e</i> Pattern	<ul style="list-style-type: none"> <li>When a vowel and a silent <i>e</i> are in a word, the pattern makes one syllable with a long vowel sound (hope•ful).</li> </ul>	Syllable Lotto	

## Third Grade Word Study Lessons: Phonics, Spelling and Vocabulary Priority Lessons—December

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—7 Letter Sound Relationships Page 99	Identifying Other Vowel Sounds: <i>oo, oi, oy, ow, aw, au</i>	<ul style="list-style-type: none"> <li>Some letters go together and make other vowel sounds: (<i>autumn, moon, look, boy, oil, cow, house, paw</i>).</li> </ul>	Make, Write, Read	
LS—8 Letter Sound Relationships Page 103	Recognizing Long Vowel Patterns: <i>ai, ay, ee, ea, oa, ow, ue, ui, ew</i>	<ul style="list-style-type: none"> <li>Some vowels go together in words and make one sound which is usually a long vowel sound.</li> </ul>	Crazy Eights	
SP—8 Spelling Patterns Page 181	Recognizing Word Patterns with Unique Vowel Sounds: <i>/ow/</i>	<ul style="list-style-type: none"> <li>Some words have patterns with vowels that make the /ow/ as in cow.</li> <li>Several patterns can stand for the sound.</li> </ul>	Making Word Pairs	Rime card masters will be given to you and should be put in binder.
WM/V—9 Word Meaning/Vocabulary Page 281	Summary of Synonyms and Antonyms	<ul style="list-style-type: none"> <li>Some words mean about the same and are called synonyms.</li> <li>Some words mean about the opposite.</li> </ul>	Lotto	
WM/V—10 Word Meaning/Vocabulary Page 285	Making Decisions about Using Homophones	<ul style="list-style-type: none"> <li>Some words sound the same but look different and have different meanings.</li> </ul>	Homophone Lotto	
WM/V—11 Word Meaning/Vocabulary Page 289	Recognizing Homophones, Synonyms, and Antonyms	<ul style="list-style-type: none"> <li>Same as WM/V—10</li> </ul>	Word Grid	
WS—7 Word Structure Page 367	Forming Plurals of Words that Add <i>es</i>	<ul style="list-style-type: none"> <li>Add <i>es</i> to words that end with <i>x, ch, sh, s, ss, tch</i> and <i>zz</i> to make them plural.</li> </ul>	Three-Way Sort	*
WS—8 Word Structure Page 371	Forming Plurals with Words Ending with <i>y</i>	<ul style="list-style-type: none"> <li>Add <i>s</i> to words that end in a vowel and <i>y</i>.</li> <li>Change the <i>y</i> to <i>i</i> and add <i>es</i> to words that end in a consonant + <i>y</i>.</li> </ul>	Two-Way Sort	*
WS—9 Word Structure Page 375	Forming Plurals with Words Ending in <i>f, fe, lf</i>	<ul style="list-style-type: none"> <li>Change <i>f</i> to <i>v</i> and add <i>s</i> or <i>es</i> to words that end with <i>f, fe, lf</i> to make them plural.</li> </ul>	Making Words	*

\* Create a chart of how to form plurals. Teach students to recognize the patterns taught and to refer to the chart as they encounter new words.

## Third Grade Word Study Lessons: Phonics, Spelling and Vocabulary Priority Lessons—January

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—10 Letter Sound Relationships Page 111	Recognizing Consonant Letters with Different Sounds: <i>c, g, th, ch</i>	<ul style="list-style-type: none"> <li>Some consonants or consonant clusters stand for two or more different sounds: car/city, get/gym, think/they, chair/chorus.</li> </ul>	Crazy Eights	
LS—11 Letter Sound Relationships Page 115	Noticing Silent Letters in Words	<ul style="list-style-type: none"> <li>Some words have consonant letters that are silent.</li> </ul>	Two-Way Sort	
SP—12 Spelling Patterns Page 197	Recognizing Words with VC Pattern	<ul style="list-style-type: none"> <li>You can look at the pattern you know to help you read or write a word.</li> <li>You can make new words by putting a letter(s) before the word part/pattern.</li> </ul>	Four-Way Sort	Sort with cards first, then write.
SP—13 Spelling Patterns Page 201	Recognizing a Vowel Pattern (VCe) in Two-Syllable Words	<ul style="list-style-type: none"> <li>Some words have a vowel, a consonant, and a silent <i>e</i>. The vowel sound is usually long.</li> </ul>	Three-Way Sort	
HF—4 High Frequency Words Page 235	Recognizing HF Words 4	<ul style="list-style-type: none"> <li>You see some words many times when you read.</li> <li>Words you see a lot are important because they help you read and write.</li> </ul>	HF Words Lotto	
WM/V—12 Word Meaning/Vocabulary Page 293	Recognizing Homographs	<ul style="list-style-type: none"> <li>Some words look the same, have a different meaning, and may sound different.</li> </ul>	Sentence Pictures	
WS—12 Word Structure Page 387	Noticing and Using the Past Tense with <i>ed</i>	<ul style="list-style-type: none"> <li>When you add <i>ed</i> to a word it has different sounds.</li> <li>Sometimes you change the <i>y</i> to <i>i</i> and add <i>ed</i>.</li> <li>Double the consonant before adding <i>ed</i> to words ending in a short vowel and a consonant.</li> </ul>	Trumps	Game cards are under WS—12 (pg. 387) not WS—13 as stated in the lesson plan
WS—13 Word Structure Page 391	Forming New Words by Adding <i>-er</i>	<ul style="list-style-type: none"> <li>Add <i>-er</i> to a word to tell about a person who can do something (reader).</li> <li>Add <i>-r</i> to words that end in silent <i>e</i>.</li> </ul>	Two-Way Sort	Lesson Word Cards are on pg. 391
WSA—7 Word Solving Actions Page 457	Using Word Parts to Solve Words	<ul style="list-style-type: none"> <li>You can use word parts to solve words.</li> </ul>	Word Grid Game	



### Third Grade Word Study Lessons: Phonics, Spelling and Vocabulary Priority Lessons—February

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—12 Letter Sound Relationships Page 119	Taking Apart Words with Open Syllables	<ul style="list-style-type: none"> <li>Some syllables have a consonant followed by a vowel.</li> <li>The sound of the vowel is long (lo•cal)</li> <li>The first or second syllable can be stressed.</li> </ul>	Two-Way Sort	ELL guidelines would be helpful for Speech/Lang. students as well.
LS—13 Letter Sound Relationships Page 123	Taking Apart Words with Closed Syllables	<ul style="list-style-type: none"> <li>Some syllables have a vowel that is between two consonants.</li> <li>The sound of the vowel is short.</li> <li>The first syllable is stressed.</li> </ul>	Two-Way Sort	See above.
LS—14 Letter Sound Relationships Page 127	Recognizing Words with <i>r</i> -Controlled Vowel Sounds	<ul style="list-style-type: none"> <li>When vowels are with <i>r</i> in words, you blend the vowel sound with the <i>r</i> (car, her, first, for, hurt, door)</li> </ul>	Word Search	<b>Apply</b> is optional.
SP—15 Spelling Patterns Page 209	Recognizing Word Patterns with <i>r</i> -controlled Vowels	<ul style="list-style-type: none"> <li>Some words have a vowel pattern with one or two vowels and <i>r</i>.</li> <li>When vowels are with <i>r</i> in words you usually blend the sound with <i>r</i> (nurse, third).</li> </ul>	Follow the Path	<b>Apply</b> is optional. Create an “Add to” list for generating examples.
WM/V—13 Word Meaning/Vocabulary Page 297	Connecting Words by Meaning	<ul style="list-style-type: none"> <li>Some words go together because of what they mean.</li> </ul>	Word Sorting	Word Choice Mini-lesson
WS—15 Word Structure Page 399	Reading Two-Syllable Words with a Vowel and <i>r</i>	<ul style="list-style-type: none"> <li>When a vowel is followed by an <i>r</i>, the <i>r</i> and vowel form a syllable (cor•ner, cir•cus).</li> </ul>	Checkers	
WSA—8 Word Solving Actions Page 461	Recognizing and Using Syllables	<ul style="list-style-type: none"> <li>You can divide a word into syllables to read it.</li> </ul>	Syllable Race	Using a pre-made game board like Chutes & Ladders makes it easier
WSA—9 Word Solving Actions Page 465	Making Connections Between Words	<ul style="list-style-type: none"> <li>You can connect the beginning of a word with a word you know.</li> <li>You can connect the ending of a word with a word you know.</li> <li>You can connect words that have the same letter pattern.</li> </ul>	Word Ladders	Use letters or tiles the first few times they play, then transition to doing activity without letters. Good 5 minute activity once students know how to play without letters. *

\* Add a challenge—students can only have one set of rimes together, then they have to connect some place else in the word.

## Third Grade Word Study Lessons: Phonics, Spelling and Vocabulary Priority Lessons—March

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—17 Letter Sound Relationships Page 139	Learning about Words with Capital Letters	<ul style="list-style-type: none"> <li>You use capital letters at the beginning of some words to show the beginning of a sentence.</li> <li>You use a capital letter in the beginning of a proper noun.</li> </ul>	Capital Detective Lotto	Be sure to follow step 6 for other uses of capital letters.
SP—16 Spelling Patterns Page 213	Recognizing Words with the /a/ pattern	<ul style="list-style-type: none"> <li>You see some patterns a lot in multi-syllable words.</li> <li>You see <b>a</b> at the beginning of some words and it sounds like <b>a</b> in alone.</li> </ul>	Making Words and Sentences	Consider ELL Guidelines.
HF—5 High Frequency Words Page 239	Checking Your Knowledge of HF Words	<ul style="list-style-type: none"> <li>You can add to the number of HF words you can write.</li> <li>You can write HF words quickly.</li> <li>You can check to see how many words you know.</li> </ul>	Word Inventory	HF word list will be used all year. The 2 <sup>nd</sup> grade version (pg 273) of this activity is easier to use.
WM/V—14 Word Meaning Vocabulary Page 301	Learning about Action Words (Verbs)	<ul style="list-style-type: none"> <li>Some words tell what a person, object or animal does. These words are called action words—verbs.</li> </ul>	Verb Search	Could be a Writer’s Workshop Mini-lesson.
WM/V—15 Word Meaning Vocabulary Page 305	Recognizing and Using Action Words	<ul style="list-style-type: none"> <li>Same as WM/V—14</li> </ul>	Read Around the Room	Could be a Writer’s Workshop Mini-lesson.
WM/V—16 Word Meaning Vocabulary Page 309	Learning about Describing Words	<ul style="list-style-type: none"> <li>Some words describe a person, place or thing.</li> <li>They are called adjectives.</li> </ul>	Adjective Search	Could be a Writer’s Workshop Mini-lesson.
WM/V—17 Word Meaning Vocabulary Page 313	Recognizing and Using Describing Words	<ul style="list-style-type: none"> <li>Some words describe a person, place or thing.</li> <li>They are called adjectives.</li> </ul>	Read Around the Room	Could be a Writer’s Workshop Mini-lesson.

### Third Grade Word Study Lessons: Phonics, Spelling and Vocabulary Priority Lessons—April

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
SP—17 Spelling Patterns Page 217	Recognizing Frequently Appearing Syllables in Word Patterns	<ul style="list-style-type: none"> <li>You see some patterns often in multi-syllable words.</li> <li>You can look for the pattern you know to help you read the word.</li> <li>You can think about the pattern you know to help you spell a word.</li> </ul>	Go Fish	Students may not understand game well the first time. It helps to look for chunks.
HF—6 High Frequency Words Page 243	Connecting HF Words	<ul style="list-style-type: none"> <li>You can notice patterns in HF words.</li> <li>You can make connections among HF words to help you learn them.</li> </ul>	Go Fish	HF Cards will come from the list(s) on pg. 300-304.
WM/V—18 Word Meaning/Vocabulary Page 317	Learning about Nouns— Words for People, Places, and Things	<ul style="list-style-type: none"> <li>Some words stand for a person, place, or thing.</li> <li>They are called nouns.</li> </ul>	Noun Sort	
WM/V—19 Word Meaning/Vocabulary Page 321	Learning about Nouns, Describing Words, Action Words	<ul style="list-style-type: none"> <li>Summary of nouns, verbs, adjectives.</li> </ul>	Three-Way Sort	Culminating lesson for parts of speech.
WM/V—20 Word Meaning/Vocabulary Page 325	Exploring Words	<ul style="list-style-type: none"> <li>You can make connections to help you understand a word better.</li> </ul>	Word Maps	<b>Teach</b> poster could be laminated before lesson. Reuse yearly.
WS—16 Word Structure Page 403	Forming Plurals for Words Ending in <i>o</i>	<ul style="list-style-type: none"> <li>Add <i>s</i> to words that end in a vowel and <i>o</i> to make them plural.</li> <li>Add <i>es</i> to words that end in a consonant and <i>o</i> to make them plural.</li> </ul>	Four-Way Sort	
WS—17 Word Structure Page 407	Forming Plurals: Summary	<ul style="list-style-type: none"> <li>See pg. 407 for summary of principles.</li> <li>Some words change spelling and some remain the same.</li> </ul>	Plural Lotto	
WS—18 Word Structure Page 411	Noticing Syllables in Multi-syllable Words	<ul style="list-style-type: none"> <li>Divide the word after the first consonant in a consonant blend. (plas•tic)</li> <li>Divide the word after the consonant digraph. (wish•ful)</li> </ul>	Connect	Be sure that cluster and digraphs are firm.
WSA—10 Word Solving Actions Page 469	Using Guide Words in a Dictionary	<ul style="list-style-type: none"> <li>You can use guidewords to help you find words quickly in a dictionary.</li> </ul>	Guide Word Sort	Could be used in conjunction with IMC skills.
WSA—11 Word Solving Actions Page 473	Using What is Known to Solve Words	<ul style="list-style-type: none"> <li>You can use known word parts to solve a new word.</li> </ul>	Word Race	

## Third Grade Word Study Lessons: Phonics, Spelling and Vocabulary Priority Lessons—May/June

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
WM/V—21 Word Meaning/Vocabulary Page 329	Recognizing and Using Metaphors and Similes	<ul style="list-style-type: none"> <li>You can use words to compare things to make your writing interesting.</li> </ul>	Making Comparisons	Slightly modified version of the poem will be provided, adding some similes to the poem. *
WM/V—23 Word Meaning/Vocabulary Page 337	Recognizing and Using Words That Mimic Real Sounds	<ul style="list-style-type: none"> <li>Some words mimic the sounds they represent.</li> <li>You often see these words in poetry.</li> </ul>	Labeling	
WS—19 Word Structure Page 415	Identifying Syllables in Multisyllable Words	<ul style="list-style-type: none"> <li>You can look at the syllables in a word to read it. (<i>bi•cy•cle, to•geth•er, ev•er•y, won•der•ful, li•brar•y, com•pu•ter, a•quar•i•um, un•der•wat•er</i>)</li> </ul>	Trumps	
WS—20 Word Structure Page 419	Forming Comparisons With <i>-er, -est</i>	<ul style="list-style-type: none"> <li>See pg. 419 for list of principles.</li> </ul>	Making Words	
WS—21 Word Structure Page 423	Recognizing Words with the Prefix ( <i>un-</i> )	<ul style="list-style-type: none"> <li>Add a word part or prefix to the beginning of a word to change its meaning.</li> <li>Add <i>un</i> to mean <i>not</i> or <i>the opposite of</i>.</li> </ul>	Making Words	Check for understanding of meaning during <b>Apply</b> .
WS—22 Word Structure Page 427	Recognizing Words with the Prefix ( <i>re-</i> )	<ul style="list-style-type: none"> <li>Add a word part or prefix to the beginning of a word to change its meaning.</li> <li>Add <i>re</i> to mean <i>do again</i>.</li> </ul>	Follow the Path	
WSA—12 Word Solving Actions Page 477	Using a Dictionary to Learn Word Meaning	<ul style="list-style-type: none"> <li>Dictionary entries have many different kinds of information about a word.</li> </ul>	Word Entry Search	Create the dictionary entry ahead of time and laminate for later use.
WSA—13 Word Solving Actions Page 481	Expanding Vocabulary Through Reading Texts	<ul style="list-style-type: none"> <li>When you read a word but don't know what it means, you can think about the meaning of the sentence to figure it out.</li> </ul>	Learning New Words from Reading	

\* Print small versions of the poem for students to glue. Then students draw an example of a simile from the poem on the front. On the back students draw another, or think of their own. **Literature Suggestion:** Quick as a Cricket by Audrey Wood