

Kolbe Academy Home School

GRADE THREE SPELLING

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Teachers' Notes: 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. In most cases, Fridays have been left open. You may do a four-day week or use Friday as a "catch-up" day. While art and music should be worked in during the week, Friday is also a good day to concentrate on those subjects.

Your student may not need all of Week 8 for review. You can use this time to catch up and then go over the subject matter. If you intend to use the sample tests provided, look them over before teaching the subjects and make sure you teach the material in the tests. 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.

COURSE TITLE: Spelling**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 Monday, discuss them, and give samples of sentences using them. Have the student look up the words in the dictionary and write the definitions. On Tuesday, give a spelling pre-test and have the student write an original sentence using each of the words; give assistance if necessary. On Thursday give a spelling test in which he writes the sentences and uses each of the words without help. Any words missed on Thursday's test 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 at the end of the course plans.

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: Each week’s spelling words are summarized in the first rows of the weekly course plan. Teacher’s notes, hints, and other commentary are located underneath the corresponding spelling words. Assign the week’s words on the first day of the week’s lesson. Have the student look up the words in the dictionary and write down the definitions. Give a written spelling pre-test on the second day of the week’s lesson. Have the student write each word in an original sentence. He may have help in the pre-test, but do not give a grade on the pre-test. On the third day of the week’s lesson, the student should study for test. Continue with the dictionary work if it is not finished. On the fourth day of the week’s lesson, give the spelling test. Say each word slowly and carefully. After the test, if the student has misspelled any word, explain the correct spelling and have him write the word(s) ten times each.

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 these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
arrest	arrow	bandage	brown	catches
dries	barrel	basement	course	coarse
ever	blaze	grade	blind	ground
For “dries”, have the student look up “dry”, for “catches”, look up “catch”.				
MON	Assign this week’s words. Have the student look up the words in the dictionary and write down the definitions.			
TUES	Give a written spelling pre-test. Have the student write each word in an original sentence. He may have help in the pre-test. Do not give a grade on the pre-test.			
WED	Study for test. Continue with the dictionary work if it is not finished.			
THUR	Give the spelling test. Say each word slowly and carefully. If the student misspells any word, explain the correct spelling and have him write the word(s) ten times each.			
Use this method throughout the entire year.				
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>				
WEEK 2				
again	grab	grabbed	inside	outside
middle	bloom	happiness	hard	border
opening	braid	stay	still	such
Do not look up “grabbed” in the dictionary.				
MON	Assign this week’s words and dictionary work.			
TUES	Pre-test.			