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SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

3

180 Days of Spelling & Word Study for Third Grade



Introduction *(cont.)*

Goals of the Series *(cont.)*

Vocabulary development is the third, and perhaps most critical, goal of the series. Tasks are meaning-based, so students cannot complete them successfully without some knowledge of the words' definitions or parts of speech. Additionally, activities are designed to deepen students' knowledge of targeted words by requiring them to manipulate synonyms, antonyms, and multiple meanings.

Structured Practice

To be successful in spelling, students must focus on the words, word parts, patterns, and definitions. For that reason, this series uses structured practice. Rather than changing the activities week-to-week, the daily activities are repeated throughout the 36 units. That way, students can focus on the words instead of learning how to complete the activities.

The following activities are used throughout this book:

Title of Activity	Description
Analogies	Students use a word bank to complete analogies.
Homophones	Students choose the correct homophones to complete sentences.
Inflectional Endings	Students add inflectional endings to given words.
Prefixes and Suffixes	Students add prefixes or suffixes to given words. Then, they use the new words to complete sentences.
Sentence Completions	Students use a word bank to complete sentences.
Sentence Types	Students use given words to write statements, questions, and exclamations.
Synonyms and Antonyms	Students use a word bank to list synonyms or antonyms of given words.
Turn the Question Around	Students use given words to answer questions in complete sentences. <i>Turn the Question Around</i> means restating the question in the answer.
Word Sorts	Students sort words into two categories.

UNIT 1

Short A Words



WEEK 1

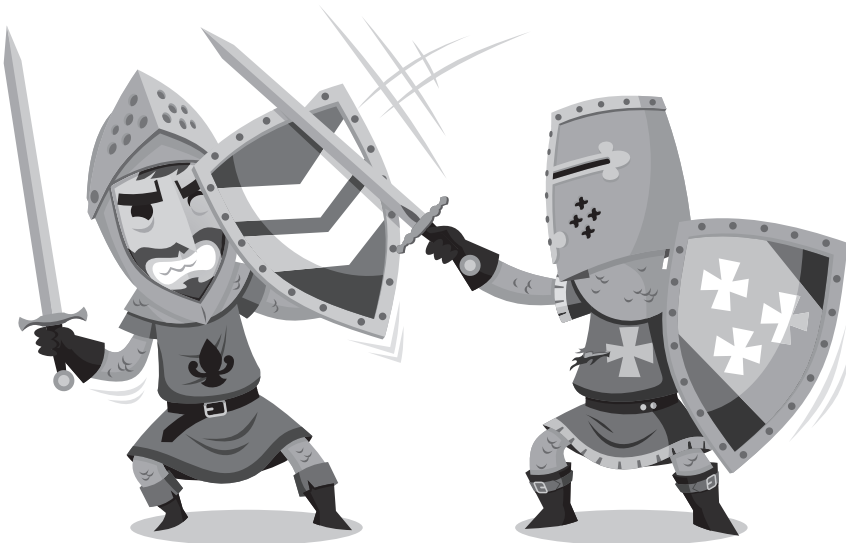
Focus

This week's focus is on short *a*, primarily two-syllable words with closed syllables.

Helpful Hint

Some of the words in this list are plurals. When a word ends with *-ch*, *-sh*, *-s*, *-x*, or *-z*, add *-es* to the end of the word instead of *-s* to make the word plural (glass → glasses; tax → taxes).

- apple
- attic
- battle
- candle
- classic
- fabric
- glasses
- handle
- paddle
- plastic
- saddle
- sample
- taxes
- traffic
- vanish



See page 7 for additional spelling activities.

Name: _____ Date: _____

Directions: Use a word from the Word Bank to complete each sentence.

Word Bank

apple	attic	candle	classic	fabric	glasses
handle	paddle	plastic	sample	taxes	traffic

1. Can I _____ the peppermint ice cream to see if I like it?
2. Mom used a piece of red _____ to make my superhero cape.
3. I can't turn the _____. The door must be locked!
4. Aniyah only needs to wear _____ when she's reading.
5. You can use these matches to light the _____.
6. If we didn't pay _____, there would be no money for police or schools.
7. The jar is made of _____, so it won't shatter if you drop it.
8. Let's leave early in case there's a lot of _____ on the highway.
9. You can rest in the front of the canoe while I _____ across the lake.
10. Would you like a slice of _____ pie or pumpkin pie?



Name: _____ Date: _____

Directions: Use a word from the Word Bank to complete each section.

Word Bank

apple	attic	battle	candle	classic	fabric
handle	paddle	plastic	saddle	sample	vanish

Write a synonym for each word.

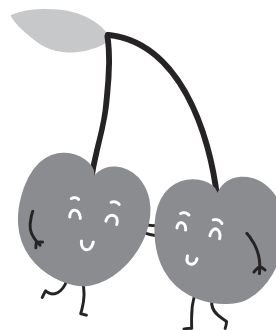
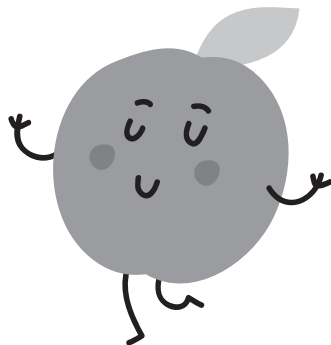
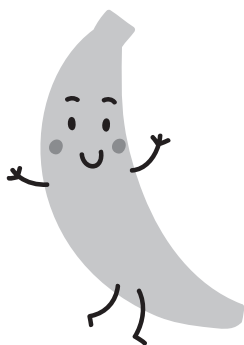
1. cloth _____
2. combat _____
3. oar _____
4. knob _____

Write an antonym for each word.

5. basement _____
6. large helping _____
7. modern _____
8. appear _____

Write a word that fits each category.

9. orange, banana, cherry, _____
10. stirrups, reins, bridle, _____
11. wood, metal, cardboard, _____
12. lamp, sun, flashlight, _____



Name: _____ Date: _____

Directions: Study each example. Write a sentence for each word. End each sentence with the same punctuation as the example.

QUESTION

Ex. *close*: Did you remember to *close* the door?

1. *attic*: _____

2. *fabric*: _____

STATEMENT

Ex. *note*: I wrote a thank you *note* to my friend.

3. *plastic*: _____

4. *glasses*: _____

EXCLAMATION

Ex. *bone*: I found a dinosaur *bone* in my backyard!

5. *handle*: _____

6. *traffic*: _____

Name: _____ Date: _____

Directions: Study how the word changes when you add new endings. Add the same endings to each word to create new words.

1. **wax** waxes waxing waxed

tax _____ _____ _____

2. **saddle** saddles saddling saddled

paddle _____ _____ _____

3. **trample** tramples trampling trampled

sample _____ _____ _____

Directions: Find three words in the Word Bank related to each of the spelling words. Write the words on the correct lines.

Word Bank

candles	handlebars	vanishes	battleship	candlestick	handles
candlelight	vanishing	vanished	handled	battles	battlefield

4. **battle** _____ _____ _____

5. **handle** _____ _____ _____

6. **candle** _____ _____ _____

7. **vanish** _____ _____ _____

Name: _____ Date: _____

Directions: Use a word from the Word Bank to complete each analogy.**Word Bank**

apple	attic	candle	classic	fabric	glasses
handle	paddle	plastic	saddle	taxes	traffic

- hear** is to **hearing aid** as **see** is to _____
- bike** is to **pedal** as **kayak** is to _____
- vegetable** is to **carrot** as **fruit** is to _____
- people** is to **mob** as **cars** is to _____
- cardstock** is to **paper** as **silk** is to _____
- balloon** is to **string** as **suitcase** is to _____
- new** is to **modern** as **old** is to _____
- clay** is to **bowl** as **wax** is to _____
- bicycle** is to **seat** as **horse** is to _____
- earn** is to **paycheck** as **pay** is to _____

