

Scientific Spelling  
Lesson Plan: Year Three

| Week | LESSON PLANS 3rd grade   | MATERIALS   |
|------|--|---|
| 1    | Day 1 - Introduce The Floss Rule<br>Day 2 - Analyze word list #1<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test  | The Floss Rule page from student notebook<br>Analyzing page<br><br>Examples from blue phonology section                         |
| 2    | Day 1 - Introduce (k) = k or c<br>Day 2 - Analyze word list #2<br>Day 3 - Practice irregular words by using the irregular word procedure Determine why the word is irregular<br>Day 4 - Practice words by counting syllables and omitting syllables<br>Day 5 - Spelling Test                           | (k) page from student notebook<br>Analyzing page<br>Irregular Word Procedure form<br>Flippy Chart<br><br>Blue section of manual |
| 3    | Day 1 - Introduce (ng) = ng or n<br>Day 2 - Analyze word list #3<br>Day 3 - Practice irregular words by creating a mnemonic sentence and using irregular word procedure<br>Day 4 - Practice words by unblending and then changing the initial sound and discriminating sounds<br>Day 5 - Spelling Test | (ng) page from student notebook<br>Analyzing page<br>Irregular Word Procedure form  |
| 4    | Day 1 - Introduce final (k) = ck or k<br>Day 2 - Analyze word list #4<br>Day 3 - Practice irregular words by creating a mnemonic sentence Determine why the word is irregular<br>Day 4 - Add 5 words to the Floss Rule page.<br>Day 5 - Spelling Test  | (k) page from student notebook<br>Analyzing page<br>Flippy Chart<br><br>The Floss Rule page                                     |

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| 5    | Day 1 - Introduce (th), (th) = th<br>Day 2 - Analyze word list #5<br>Day 3 - Practice irregular words by creating a mnemonic sentence and using irregular word procedure<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test | (th) & (th)page from student notebook<br>Analyzing page<br>Irregular Word Chart |
| 6    | Day 1 - Introduce (v) = v or ve<br>Day 2 - Analyze word list #6<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test                                      | (v) page from student notebook<br>Analyzing page                                |
| 7    | Day 1 - Introduce (d) = d or suffix ed<br>Day 2 - Analyze word list #7<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test                               | (d) page from student notebook<br>Analyzing page                                |
| 8    | Day 1 - Introduce (t) = t or suffix ed<br>Day 2 - Analyze word list #8<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test                               | (t) page from student notebook<br>Analyzing page                                |
| 9    | Day 1 - Introduce The Doubling Rule<br>Day 2 - Analyze word list #9<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test                                  | The Doubling Rule page from student notebook<br>Analyzing page                  |

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| 10   | Day 1 - Introduce (er) = er<br>Day 2 - Analyze word list #10<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test   | (er) page from student notebook<br>Analyzing page  |
| 11   | Day 1 - Introduce (ar) = ar<br>Day 2 - Analyze word list #11<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test   | (ar) page from student notebook<br>Analyzing page  |
| 12   | Day 1 - Introduce The-Rabbit Rule<br><br>Day 2 - Analyze word list #12<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test   | The Rabbit Rule page from student notebook<br>Analyzing page                                 |
| 13   | Day 1 - Introduce (b'l) = ble, (d'l) = dle, (f'l) = fle, (g'l) = gle, (p'l) = ple, (t'l) = tle, (z'l) = zle<br>Day 2 - Analyze word list #13<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test | (b'l), (d'l), (f'l), (g'l), (p'l), (t'l), (z'l) page from student notebook<br>Analyzing page |

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| 14   | Day 1 - Introduce (k'l) = kle or ckle,<br>(s'l) = stle<br>Day 2 - Analyze word list #14 Review List<br>Day 3 - Practice irregular words by creating a<br>mnemonic sentence or another procedure<br>Day 4 - Practice words by using the irregular<br>word procedure or another procedure<br>Day 5 - Spelling Test + sentence dictation | (k'l) and (s'l) page from student<br>notebook<br>Analyzing page |
| 15   | Day 1 - Introduce (or) = or<br>Day 2 - Analyze word list #15<br>Day 3 - Practice irregular words by<br>determining why they are irregular or<br>another procedure<br>Day 4 - Practice words by unblending and then<br>changing the initial sound or another<br>procedure<br>Day 5 - Spelling Test + sentence dictation                | (or) page from student notebook<br>Analyzing page               |
| 16   | Day 1 - Introduce (er) = er or or<br>Day 2 - Analyze word list #16<br>Day 3 - Practice irregular words by creating a<br>spelling pronunciation or another<br>procedure<br>Day 4 - Practice words by changing the initial<br>sound or another procedure<br>Day 5 - Spelling Test + sentence dictation                                  | (er) page from student notebook<br>Analyzing page               |
| 17   | Day 1 - Introduce (sh) = sh<br>Day 2 - Analyze word list #17<br>Day 3 - Practice irregular words by creating a<br>spelling pronunciation or another<br>procedure<br>Day 4 - Practice words by counting syllables or<br>another procedure<br>Day 5 - Spelling Test + sentence dictation  | (sh) page from student notebook<br>Analyzing page               |

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| 18   | Day 1 - Introduce initial or medial (ch) = ch<br>Day 2 - Analyze word list #18<br>Day 3 - Practice irregular words by using the irregular word procedure or another procedure<br>Day 4 - Practice words by unblending or another procedure<br>Day 5 - Spelling Test + sentence dictation   | (ch) page from student notebook<br>Analyzing page |
| 19   | Day 1 - Introduce final (ch) = ch or tch<br>Day 2 - Analyze word list #19 Review List<br>Day 3 - Practice irregular words by determining why they are irregular or another procedure<br>Day 4 - Practice words by changing the initial sound<br>Day 5 - Spelling Test + sentence dictation | (ch) page from student notebook<br>Analyzing page |
| 20   | Day 1 - Introduce medial(k) = ck<br>Day 2 - Analyze word list #20<br>Day 3 - Practice irregular words by creating a mnemonic sentence or another procedure<br>Day 4 - Review a previous pattern or another procedure<br>Day 5 - Spelling Test + sentence dictation                         | (k) page from student notebook<br>Analyzing page  |
| 21   | Day 1 - Introduce (ā) = a-e<br>Day 2 - Analyze word list #21<br>Day 3 - Practice irregular words by creating a spelling pronunciation<br>Day 4 - Review a previous pattern<br>Day 5 - Spelling Test + sentence dictation   | (ā) page from student notebook<br>Analyzing page  |
| 22   | Day 1 - Introduce (ī) = i-e<br>Day 2 - Analyze word list #22<br>Day 3 - Practice irregular words by using irregular word procedure or another procedure.<br>Day 4 - Review a previous pattern or another procedure<br>Day 5 - Spelling Test + sentence dictation                           | (ī) page from student notebook<br>Analyzing page  |

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|------|---|--|
| 23   | Day 1 - Introduce (ō) = o-e<br>Day 2 - Analyze word list #23<br>Day 3 - Practice irregular words by determining why they are irregular or another procedure<br>Day 4 - Review a previous pattern or another procedure<br>Day 5 - Spelling Test + sentence dictation | (ō) page from student notebook<br>Analyzing page<br>Flippy Chart |
| 24   | Day 1 - Introduce (ū) = u-e<br>Day 2 - Analyze word list #24<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test                               | (ū) page from student notebook<br>Analyzing page                 |
| 25   | Day 1 - Introduce (ē) = e-e<br>Day 2 - Analyze word list #25<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test                               | (ē) page from student notebook<br>Analyzing page                 |
| 26   | Day 1 - Introduce final(k) = ck, k, ke, or c<br>Day 2 - Analyze word list #26<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test              | (k) page from student notebook<br>Analyzing page                 |
| 27   | Day 1 - Introduce The Dropping Rule<br>Day 2 - Analyze word list #27<br>Day 3 - Practice irregular words by creating a mnemonic sentence<br>Day 4 - Practice words by unblending and then changing the initial sound<br>Day 5 - Spelling Test                       | The Dropping Rule page from student notebook<br>Analyzing page   |

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|------|--|--|
| 28   | Day 1 - Introduce (ē) = e-e, e, ee, or y<br>Day 2 - Analyze word list #28 Review List<br>Day 3 - Practice irregular words by creating a mnemonic sentence or another procedure<br>Day 4 - Practice words by using the irregular word procedure or another procedure<br>Day 5 - Spelling Test + sentence dictation          | (ē) page from student notebook<br>Analyzing page               |
| 29   | Day 1 - Introduce The Changing Rule<br>Day 2 - Analyze word list #29<br>Day 3 - Practice irregular words by determining why they are irregular or another procedure<br>Day 4 - Practice words by unblending and then changing the initial sound or another procedure<br>Day 5 - Spelling Test + <u> sentence dictation</u> | The Changing Rule page from student notebook<br>Analyzing page |
| 30   | Day 1 - Introduce (oo) = oo<br>Day 2 - Analyze word list #30<br>Day 3 - Practice irregular words by creating a spelling pronunciation or another procedure<br>Day 4 - Practice words by changing the initial sound or another procedure<br>Day 5 - Spelling Test + sentence dictation                                      | (oo) page from student notebook<br>Analyzing page              |
| 31   | Day 1 - Introduce (ā) = a-e, a, or ay<br>Day 2 - Analyze word list #31<br>Day 3 - Practice irregular words by creating a spelling pronunciation or another procedure.<br>Day 4 - Practice words by counting syllables or another procedure<br>Day 5 - Spelling Test + sentence dictation                                   | (ā) page from student notebook<br>Analyzing page               |

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|------|--|---|
| 32   | Day 1 - Introduce (ē) = e-e, e, ee, or y<br>Day 2 - Analyze word list #31<br>Day 3 - Practice irregular words by using the irregular word procedure or another procedure<br>Day 4 - Practice words by unblending or another procedure<br>Day 5 - Spelling Test + sentence dictation    | (ē) page from student notebook<br>Analyzing page  |
| 33   | Day 1 - Introduce (ī) = i-e, i, or y<br>Day 2 - Analyze word list #33 Review List<br>Day 3 - Practice irregular words by determining why they are irregular or another procedure<br>Day 4 - Practice words by changing the initial sound<br>Day 5 - Spelling Test + sentence dictation | (ī) page from student notebook<br>Analyzing page  |
| 34   | Day 1 - Introduce (ō) = o-e, o, or ow<br>Day 2 - Analyze word list #34<br>Day 3 - Practice irregular words by creating a mnemonic sentence or another procedure<br>Day 4 - Review a previous pattern or another procedure<br>Day 5 - Spelling Test + sentence dictation                | (ō) page from student notebook<br>Analyzing page  |
| 35   | Day 1 - Introduce (oi) = oi or oy<br>Day 2 - Analyze word list #35<br>Day 3 - Practice irregular words by creating a spelling pronunciation<br>Day 4 - Review a previous pattern<br>Day 5 - Spelling Test + sentence dictation   | (oi) page from student notebook<br>Analyzing page |
| 36   | Day 1 - Introduce (ou) = ou or ow<br>Day 2 - Analyze word list #36<br>Day 3 - Practice irregular words by using irregular word procedure or another procedure<br>Day 4 - Review a previous pattern or another procedure<br>Day 5 - Spelling Test + sentence dictation                  | (ou) page from student notebook<br>Analyzing page |