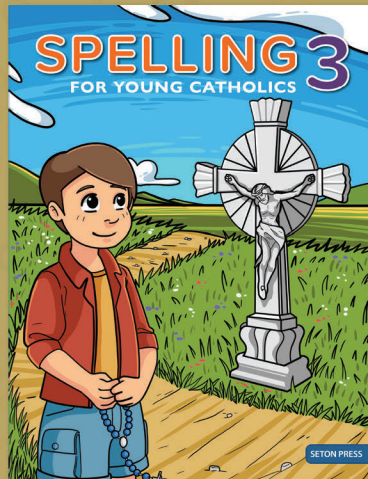




SPELLING 3

COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

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The textbook answer key, tests, and Quarter Report Forms are located at the end of this Course Manual.

Course Materials

Spelling 3 for Young Catholics
(Second Edition)





FIRST QUARTER




SPELLING 3 LESSON PLAN

Week One

Day 1

UNIT 1

You can check off work
as you complete it!




Take the time to look at the painting *The Annunciation* on p. ix. The religious paintings at the beginning of each unit focus on the events that surrounded the birth of Christ.



On the next page, read the first verse of "The Friendly Beasts," a twelfth century French carol. At the start of each unit, there will be another verse from the carol. In each verse, one of the animals tells the gift that he gave to the Christ Child at the time of His birth. Enjoy the drawings by artist Nathan Puray that depict the verses.



Lesson 1a: Frequently Used Words: List Words. Ask your child to read the rule at the top of the page: Some words follow spelling and pronunciation rules. Some words do not follow the rules. Assist as needed with the reading of the rule. Follow the directions.

NOTE: When your child sees the drawing of Professor Emily (upper right corner), he knows that the information to the left of Emily is important – it is what the lesson is about. Always help your child to read and understand the information. The drawing of the pencil indicates the directions for the exercise. Assist your child as he reads the directions in a yellow box. Help him to understand what he will do in the exercise.

SPELLING BEE REVIEW

Your child may already know how to spell each of the 15 words in the spelling word list. A Spelling Bee is a way to determine if your child knows how to spell each word.

The parent should dictate a word; the parent may also read the word in the phrase or sentence that is given in the workbook. Your child should repeat the word that you dictate; then he should spell the word out loud, or he may write the word on a separate piece of paper. If any word is spelled incorrectly, your child should write the word correctly with Heavenly Writing, and then write the word on the blank line in the workbook.



On the Board. Your child needs to recognize that the spelling words are more than words in a list; they are words he will use in reading and writing. Write the following sentences on a chalk board, wipe board, or piece of paper.

Yes, he can help me pick up the books. Then she will stack all the small books on the shelf, and we will put all the big books on a table.

Ask your child to read the sentences out loud. Then he should underline or circle the words from the spelling list that are in the sentences. He will need to refer to the spelling list in the workbook.

ANSWERS: Yes, **he** can help **me** pick **up** the books. Then **she** will stack **all** the small books **on** the shelf, and **we** will put **all** the **big** books on a table.



Point to the short prayer at the bottom of the page: *All the saints, pray for us.* Notice the spelling word *all*.

SPELLING 3 LESSON PLAN

Day 2



Lesson 1b: Frequently Used Words: List Words. This is the second lesson of frequently used words. Ask your child to read the rule at the top of the page. Assist as needed with the reading of the rule. Follow the directions for the Spelling Bee.



On the Board. Write the following sentences on a chalk board, wipe board, or piece of paper.

Dad and Mom said, “It is six o’clock and time to walk your dog.”
When I called him, Skip ran to me. Then he sat by the door ready to go.

Ask your child to read the sentences out loud. Then he should underline or circle the words from the spelling list that are in the sentences. He will need to refer to the spelling list in the workbook.

ANSWERS: Dad and Mom said, “It is **six** o’clock and **time** to walk your **dog**.” When I called **him**, Skip **ran** to me. Then he **sat** by the door ready to go.

Explain to your child that in the spelling list the words *dad* and *mom* do not begin with uppercase (capital) letters, but in the sentences on the board, they do begin with uppercase letters. In the sentences, *Dad* and *Mom* are used as the names for the parents so they begin with uppercase letters.

Day 3



Lesson 2a: Frequently Used Words: List Words. This is the third lesson of frequently used words. Your child should read the rule at the top of the page. Assist as needed. Follow the directions for the Spelling Bee.



On the Board. Write the following paragraph on a chalk board, wipe board, or piece of paper.

Pat said, “It’s the best ice cream in town.” Ken and Emily didn’t agree until they ate the triple chocolate chip. It was so good! Now, they’re certain it is the best ice cream in the world!

Ask your child to read the sentences out loud. Then he should underline or circle the words from the spelling list that are in the sentences. He will need to refer to the spelling list in the workbook.

ANSWERS: Pat **said**, “**It’s** the **best** ice cream in town.” Ken and Emily **didn’t** agree until **they ate** the triple chocolate chip. It was so **good!** Now, **they’re** certain it is the **best** ice cream in the world!

Day 4



Lesson 2b: Frequently Used Words, Alphabetical Order. Follow the directions.

Refer to the Introduction of *Spelling 3 for Young Catholics* and this lesson plan for “Teaching Alphabetical Order.” Remind the student to underline the first letter in each of the words. Then find the first letters in the alphabet printed at the top of the page. If the first letters in the words are the same, look at the second letters for alphabetical order.

After your child has completed an exercise, please check his or her answers with those provided in the answer key (which is located at the end of the Course Manual, immediately after this lesson plan).



SPELLING 3 LESSON PLAN

Day 5

There is no scheduled assignment for today.



Optional: If your child has difficulty with any of the frequently used words studied this week, we suggest that you do additional review of those words.

Optional Parent Grade: You may submit your child's average grade for Week 1 to Seton. You may either record this grade in Section A of the First Quarter Report Form and mail it to Seton at the end of the quarter or submit this grade online from your MySeton page.

Week Two

Day 1



Lesson 3a: Frequently Used Words: List Words. This is the fourth lesson of frequently used words, but this list may contain words that your child needs to learn how to spell. Your child should read the rule at the top of the page. Assist as needed. Follow the directions.

TEACHING NEW SPELLING LIST WORDS

The parent should say each word out loud for the child to hear the sounds in the word: /ăz/. Next, the parent should spell the word out loud: **as**. Then the child should spell the word using the Heavenly Writing method. Next, the parent should read the phrase or sentence. The child should write the word on the blank line.

Use this approach for the remaining lessons in the book that introduce a new List of Words.

NOTE: In this lesson, some words are **homophones** of other words your child knows. Homophones are words that sound the same but have different meanings and spellings, such as *eye* and *I*; *one* and *won*; *sew* and *so*; *two*, *to*, and *too*.

BONUS WORD

Beginning with this lesson, each new list of words will have an additional word that is a Bonus Word. The Bonus Word is often a more difficult word to spell. For example, the word *island* begins with the long sound of *i /i/*, followed by a silent **s**. The Bonus Words are not included in the quarter tests.

Day 2



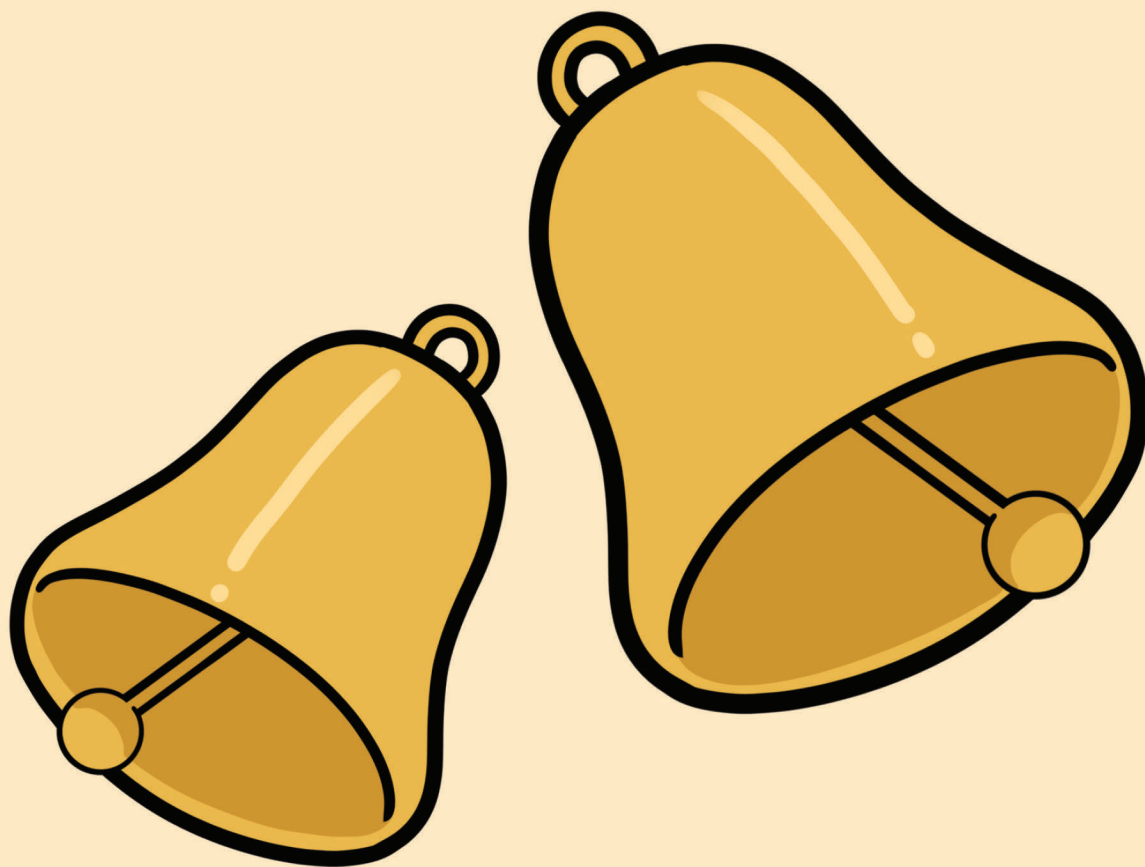
Lesson 3b: Frequently Used Words: Syllables. Follow the directions. When reading a word to identify syllables, tell your child to read the word like a robot. This will help him to hear the sounds clearly, and help him to learn the spelling of a word.



On the Board. Write the following paragraph on a chalk board, wipe board, or piece of paper.

Once upon a time, two pretty little birds flew to a quiet island. No one else was there. They both chirped, looked around, and flew back home.

Ask your child to read the sentences out loud. Then he should underline or circle the words from the spelling list that are in the sentences. He will need to refer to the spelling list in the workbook.



SECOND QUARTER

SPELLING 3 LESSON PLAN

Day 4



Lesson 25b: Sound or: Complete the Sentences. Follow the directions.

Day 5



No scheduled assignment. **Review as needed.**

Optional Parent Grade: You may submit your child's average grade for Week 13 to Seton. You may either record this grade in Section A of the Second Quarter Report Form and mail it to Seton at the end of the quarter or submit this grade online from your MySeton page.

Week Fourteen

Day 1



Lesson 26a: Sound /ār/: List Words. Read the information at the top of the page. Follow the directions.

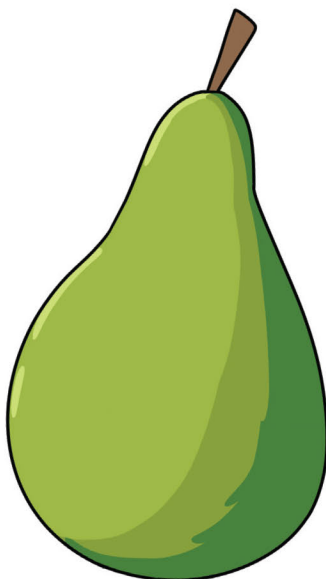
TIPS

For these spelling words, say the long vowel sound /ā/ before pronouncing the sound /r/. It may be helpful for your child to underline the letters that have the sound /ār/ in each word.

NOTE: There are several homophones in this spelling list: *pair* and *pear*, *stair* and *stare*, *bear* and *bare*.



In the prayer *St. Clare of Montefalco, pray for us, Clare* contains the sound /ār/.





SPELLING 3 LESSON PLAN

Day 2



Lesson 26b: Sound /är/: Syllables. Follow the directions.

NOTE: Only one word has two syllables, and that word is a compound word. A compound word is two words joined together to make a longer word.



On the Board. In the Appendix of this Course Manual, there is a short poem “Little Bear” that uses several of the list words. You can remove the page and attach it to a wipe board or place the page on your child’s desk.

Ask your child to read the poem out loud. Then he should underline or circle the words from the spelling list that are in the poem. The words may have the endings *s* or *d* added to the end of the list words. Your child may refer to the list of words.

ANSWERS: Little **Bear**

A little black **bear** sits in a **chair**.
 He **wears** a green hat and eats a **pear**.
 When a little boy comes down the **stairs**,
 He is so very **scared** and just **stares**.
 Do you think the **bear** might **share** his **pear**
 With the boy on the **stairs** who **stares**?

NOTE: It is important that your child understand the meanings of the homophones. Consult a dictionary if needed. Take the time to point out the words at the end of lines 1, 2, and 5 that rhyme. The words at the end of lines 3, 4, and 6 rhyme.

Day 3



Lesson 27a: Sound /är/: Homophones and Alphabetical Order. Follow the directions.

NOTE: Assist your child as needed with the phrases in the left column. Your child may consult a dictionary as needed.

Day 4



Lesson 27b: Sound /är/: Complete the Sentences. Follow the directions.



Spelling Bee. Dictate to your child ten list words from this week and add ten words from previous weeks. How well did your child do? Does he need to spend more time learning the spelling of any of the words?

Day 5



No scheduled assignment. **Review as needed.**

SPELLING 3

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This Course Manual is the property of Seton Home Study School and must be returned to Seton when the course has been completed.

We encourage you, however, to write in this Course Manual, or highlight in it to mark student progress.

For more information, visit:
setonhome.org/return-lp

LIST OF COURSE MATERIALS

- *Spelling 3 for Young Catholics (2nd Edition)*



Seton
Home Study School

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