


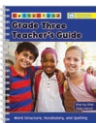
Grade Three Sample Lesson

Letterland's *Grade Three Pack* includes a *Step-by-Step Teacher's Guide* with accompanying downloads, *Copymasters*, *Posters* and *Word Study Cards* - all designed to help you deliver an effective program to ensure your student's progress well beyond a foundational knowledge of letter sounds, syllables and spellings and gain a thorough understanding of Word Structure (Morphology), Vocabulary, and Spelling.

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Grade Three

Using this Guide

Letterland Grade Three takes children into new realms of understanding about words in our English language. The program progresses well beyond the foundational knowledge about letter sounds, syllables, and spellings taught in previous years. It builds on that earlier learning and also broadens the scope of teaching about words to meet the increased abilities of third graders and the ever-widening demands of the Common Core and other state and local standards.

By third grade most children can read words that are used in everyday speech, and their spelling is not far behind this basic reading vocabulary. Moving forward, students need to learn that many of the advanced words in our language are built from combining bits of meaningful language called morphemes. They need to be able to analyze less common words in order to pronounce them, understand them, and spell them. They need to be able to break them down by identifying prefixes, suffixes, and root words. They must know where to divide the syllables so they can recognize the syllable types and phonic patterns to pronounce the words. They must understand the meanings of the prefixes and the roots and how the suffixes affect the use of the words in sentences. All this learning can be summed up by the term 'word study'.

You will be teaching word study with three interwoven strands of learning:

Word Structure

Syllable types, and syllable division. Understanding Word Structure allows children to read, pronounce, and spell words correctly.

Spelling

Letterland Grade Three is intended to be used as your spelling program but offers much more than most traditional programs. Spelling patterns and frequently misspelled words are covered in words that children need to spell in order to succeed in third grade and beyond. These words have been carefully selected and organized into lessons that go well beyond just memorizing a few hundred spellings and definitions to learning the keys that open the meanings of thousands of words.

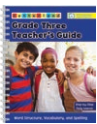
Vocabulary

Vocabulary expansion. Understanding the meaning of words and being able to predict the meaning of new words is vital for cognitive growth. By learning the most useful prefixes, suffixes, and word roots in English, children are empowered to understand thousands of other words they will encounter across the curriculum for years to come.

While each day has a focus on one or two of the three strands of learning, all three are inextricably linked.

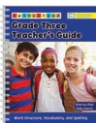
Teaching time: 20-30 minutes a day

Each Unit is spread over five days. The teaching activities for each day are designed for 20-30 minute whole-class sessions. Independent activities will take limited additional time but can be completed in the classroom at a convenient time or as homework. Optional exercises for those needing more challenge or more support are provided on Day 4, and optional games are provided on Day 5 that may extend the time somewhat if used.



5-Day Unit Plan

Day 1 Word Meaning and Structure	Review	Learning focus	Time	 At home
	Review: Previous Unit's Words 1-2 mins	<ol style="list-style-type: none">1. Read the <i>Unit Word List</i>: <u>Spelling Words</u> and discuss the meanings of the words.2. Introduce new concepts with <i>Word Study Cards</i>.3. Do a written Word Sort.	5-8 8-10 5-10	Complete Word Sort Read the <i>Unit Word List</i> twice.
	Review: Word Sort and select <i>Word Study Cards</i> 1-2 mins	<ol style="list-style-type: none">1. <u>Spelling Words</u> Quick Coding2. <u>Spelling Words</u> Robot Talk	10-20 8-10	Complete Quick Coding.
	Review: Quick Coding (Some Units: Introduce a morpheme) 1-2 mins	<ol style="list-style-type: none">1. Read the <i>Unit Word List</i>: <u>Vocabulary Words</u> and discuss the meanings.2. <i>Unit Passage</i>: read and discuss.	8-10 10-20	Complete 'Write about it' question.
	Review: Write about it 1-2 mins	<ol style="list-style-type: none">1. <i>Unit Passage</i> discussion: discuss the passage as a group.2. Context clues: use other words and sentences to understand <u>Challenge Words</u>.3. Supplemental Exercise (Optional): Word Structure or Vocabulary	8-10 10-15 5-10	Look-Say-Cover Write-Check Practice test with parent/carer.
Day 2 Word Structure and Spelling				
Day 3 Expand Vocabulary				
Day 4 Apply Learning				
Day 5 Assessment		<ol style="list-style-type: none">1. Spelling Assessment2. Vocabulary Assessment3. Game (Optional): Word Structure, Spelling or Vocabulary Game	5-10 5-10 10	



Unit 9

Vowel Teams: **ai, ay**; Prefix **un-** (not)

Unit Focus: Students learn words with the Vowel Teams **ai** and **ay**. They also study words with the prefix **un-** meaning 'not.'

DAY 1 - WORD MEANING AND STRUCTURE

You'll need:

- ✓ Word Study Cards: WSC-S8, WSC-G16
- ✓ Grade Three Copymasters: Unit 9

▼ TG TR: Unit 9 Word List, Word Sort

Review: Read the Review Words with your students. Ask them to identify any Vowel Teams and their sound.

Unit 9 Word List for Spelling			Expand Vocabulary	
Review Words	Spelling Words		Vocabulary Words	Challenge Words
teeth	plain	delay	unsafe	democracy
mistreat	plane	chain	unequal	citizen
reason	painting	maybe	uneasy	
magic	Sunday	explained	unfair	
placing	afraid	trail	unwilling	

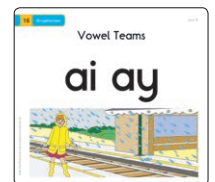
Project the *Unit 9 Word List* and distribute copies of the *Grade Three Copymaster, Unit 9* to each student.

Words and meanings

- Read five words at a time, first **to** the children and then **with** them. Do the same with each group of Spelling, Vocabulary, and Challenge Words.
- Guide students in saying and discussing the meanings of the Spelling Words. Examples below:
- **Demonstrations:** Ask students to pretend to be painting a picture. How would painting a wall look? How would you look if you were afraid?
- **Questions and examples:** Where do we see chains on a playground? (swings?) What does it mean when parents say maybe you can do that? Where do you see trails? If a sports event is delayed by weather, can you explain what that means? Here's the first 'plain.' This shirt is very plain with no pattern on it. And another plane. "I am going to take a plane to Miami." Explain that plane.

Word Structure

- Review the Vowel Team syllable with WSC-S8. Students need to know the answers to the two questions on the reverse side.
- Teach the **ai** and **ay** Vowel Team patterns for the long **a** sound (WSC-G16). Teach the Key Words, the sound, and practice Questions 1 and 2.



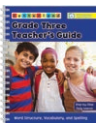
Letterland lore: For children who know the characters, remind them when Mr. A and Mr. I go out walking, Mr. A says his name while Mr. I stays silent. When Mr. A and Yellow Yo-yo Man go out walking, Mr. A does the talking.

**Word Sort**

- Display the Word Sort (TG TR) on the screen. Students use their own *Grade Three Copymaster* page.
- Choose a few Spelling Words and have students explain where they belong in the sort and why. Then they complete the Word Sort. Remind them to say each word before and after they write it.
- If complete, students should read their Word Sort to a partner and discuss any differences in their answers, making changes as necessary.



At home: Word Sorts may be completed for Homework. Students should also read the *Unit Word List* two times to a parent or care-giver.

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ISBN: 978-1-78248-288-8

DAY 2 - STRUCTURE AND SPELLING**You'll need:**

- ✓ Grade Three Copymasters: Unit 9
- ✓ WSC-S8; WSC-G16
- ✓ Grade Three Posters: Prefix and Quick Coding
- ▼ TG TR: Word List, Word Sort Answer Key, Quick Coding

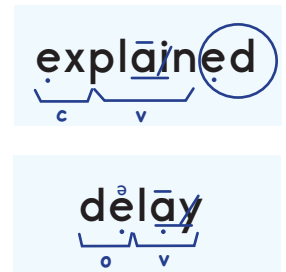
Homework review: Check answers with the projected *Word Sort Answer Key (TG TR)*. Help students clarify any confusion. Students read *Unit Word List* to two different classmates who sign their paper.

Word Structure

- Review the Vowel Team Syllable (WSC-S8). Students need to be able to give the answers to the two questions and understand the Quick Coding for this syllable type.
- Review the Vowel Team **ai** and **ay** with WSC-G16. Students need to know the sound, the type of syllable these are found in, and how to Quick Code them.

Quick Coding

- Quick Code the word **explain** on the board as children do the same on their paper. Describe each step including underlining the Vowel Team **ai**, marking a macron (straight line) over the **a**, and a slash through the **i**.
- Then Quick Code **delay** with the children telling you the steps and markings. Divide between the **e** and the **l**, and mark the syllable **de** as open with a schwa over the **e**.
- Give the children 4-6 minutes to complete Quick Coding the *Spelling Words*. If they do not finish, it can be completed as homework.

**Robot Talk**

Guide students in Robot Talking the words as described below to support correct spelling.

- Students air-trace **ai** or **ay** as they Robot Talk the Spelling Words (e.g. **plān**—air-trace **ai**, **dē...lā**—**ai**).
- Air-trace **e** on the end of plane (**plān**—air-trace **e**).
- Pause clearly between syllables and before a suffix. To remember the suffix **-ed** for spelling, pronounce it /ĕd/ even though it has just a /d/ sound in explained (**ĕx...plān**—air-trace **ai**... **ĕd**).

Practice the ten *Spelling Words* with children taking turns saying a word from the *Unit Word List* in Robot Talk. Everyone repeats the Robot Talk and then says the word as it is normally pronounced.



At home: Any remaining Quick Coding may be completed for Homework.

DAY 3 - EXPAND VOCABULARY**You'll need:**

- ✓ Grade Three Copymasters: Unit 9 Passage
- ✓ WSC-M4
- ▼ TG TR: Word List, Quick Coding Answer Key

Homework review: Display the *Quick Coding Answer Key*. Students check and correct their own work.

New Prefix Teach the prefix **un-** with WSC-M4. Students need to learn the Key Word and the meaning of the prefix, which means **not** or **reverse**.

Vocabulary Discussion

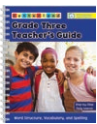
Use the suggestions below to talk about the *Vocabulary Words*. Say each word and have the children repeat it. Be sure that children use the word in their answers.

unsafe – Not safe—you are in danger. What are some places it is unsafe to be?

unequal – Not equal. You could have unequal pieces of pizza. You could complain that your parents treated you and your brother or sister in an unequal way.

uneasy – If you are uneasy, then you feel at least a little worried. You are uneasy about a choice you have to make. You are nervous about something that might or might not happen. If this would make you uneasy, say



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“uneasy”: walking on tight rope; walking on a sidewalk; walking on a sidewalk at night, alone, in a strange city.

unfair – Not fair. Every kid knows what unfair means. What are some ways in which teachers, friends, or parents can be unfair?

unwilling – If you are willing to do something, you will do it—you don’t mind. If you are unwilling to do it, you really don’t want to do it—maybe you think it is unsafe. Or maybe you are unwilling because it seems unfair. Would you be willing or unwilling to babysit for a one year old? Would you be willing or unwilling to pick up a slug? Would you be willing or unwilling to walk in mud with new shoes on?

Provide a copy of *Unit 9 Passage (Grade Three Copymaster)* for every student.

Passage introduction: Third grader Tamara talked to her African-American great grandmother about voting.

Read the first part of the passage to students as they follow on their copy. Ask the children to suggest Vocabulary Words that may fit in the first blank. Continue reading aloud to students and saying **‘blank’** for each omitted Vocabulary Word. Do not attempt to choose the words at this time but help clarify the meaning of the passage.

**Vote!** by Tamara

My great grandmother (GG for short) likes being at home. But there is one day that GG is **(unwilling)** to remain at home. That is on voting day.

The last election morning was very cold with icy sidewalks. Pop, my grandfather, was worried and **(uneasy)** about GG going out. He thought it was **(unsafe)** since she walks with a cane. He said maybe they could delay voting until later in the day. GG was very unhappy.

She said to Pop, “If you won’t drive me, I will walk the five miles by myself.” They went to vote, and I rode along with them. GG explained to me why voting is so important.

“When the United States started over 200 years ago, people started voting to choose their leaders.”

“And then everybody had an equal right to vote?” I asked.

“Oh, no, it was very **(unequal)**,” GG said, “Mostly only rich, white men voted. Most African-Americans were still slaves. No women could vote and no Native Americans. In most states, women couldn’t vote until 1920.” My great grandmother told me that she was 34 the first time she voted in New Jersey, but she said many Native Americans were not allowed to vote until 1957.

“That sounds **(unfair)**,” I said, “but after the end of slavery, African-American men could vote, right?”

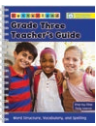
“No, I am afraid not. It was supposed to be that way, I guess. Slavery ended in 1863, but white leaders in many places made it so most of us couldn’t vote. In 1965, when I was 31 years old, the Voting Act Rights law was passed. That helped make sure all people could vote for their leaders.”

Small Groups or Partners: Students continue reading the passage with peers taking turns reading, discussing clues, choosing a Vocabulary Word and rereading the sentence with the added word. Students could also underline the Spelling Words in the text.

Write about it: Tamara states that voting in the past in the United States was unfair? What information in the story supports her opinion?



At home: Finish filling in the Unit Passage blanks, if needed. Read the story at home to an adult. Write a few sentences in answer to the ‘Write about it’ question below the passage (*Grade Three Copymasters*).



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DAY 4 - APPLY LEARNING

You'll need:

✓ *Grade Three Copymasters: Unit 9 Passage*

▼ (Optional) *TG TR: Word Structure / Vocabulary Activity*

Homework review: Students read their 'Write about it' response to the passage to two classmates. Optional: Volunteers share their work with the whole class.

Unit Passage Discussion

Whole class discussion: Guide a whole class discussion with groups sharing their word choices for the blanks in the passage. Students explain their choices and discuss any alternatives.

Context clues: Read the concluding portion of the passage aloud to the class. Ask them to work with partners or in small groups to formulate a definition for the Challenge Word. Let several share their answers.

"Do people in all countries get to vote for their leaders?" I asked GG.

"Not all countries," GG said. "Some countries still have one ruler who has all the power and can't be voted out. Our country is a **democracy**. That means all citizens have the power to choose their leaders." If you are born in the United States, you are a **citizen**. If you are born in another country, you can work to become a citizen.

Compare the class's definition of the Challenge Word to a (online) dictionary.



Supplemental Exercises (Optional) (TG TR)

Option 1: Word Structure: The exercise for this Unit provides interactive ideas to consolidate learning.

Option 2: Vocabulary: Students explore words related to the Unit 9 Vocabulary.



At home: Ask parent/carer to call out the words in the *Unit Word List* for the child to write down as practice for their spelling test. For any words misspelled, students use Look-Say-Cover-Write-Check (see page 18).

DAY 5 - ASSESSMENT

You'll need:

✓ *Paper for Assessment*

✓ (Optional) *Game boards*

Spelling Assessment

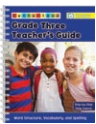
Choose two Review Words and call these out, interspersed at random among the ten Spelling Words. Students write the twelve words on a piece of paper.

Vocabulary Assessment

Read the sentences below. Students listen and write four Vocabulary Words and one Challenge Word.

1. If you don't like clowns, you might be a bit _____ at a parade if they tried to talk to you. (uneasy)
2. If all the people in a country get to vote for their leaders, that is a _____. (democracy)
3. If your brother gets new shoes and you don't, you might think it is _____. (unfair)
4. Crossing a busy street alone would be _____ for a young child. (unsafe)
5. A small car and a large truck would probably be _____ in weight. (unequal)

Games (Optional) Play a Word Structure, Vocabulary, or Spelling Game.



Ka-boom!

Objectives: Spelling, writing words.

Number of players: Two or three per group.

Children need: Blank Ka-boom! game board and *Unit Word List*.

Preparation: This game is like 'battleships'. On the upper grid, students write ten Spelling Words from the *Unit Word Lists* assigned by teacher. Words can be written across (left to right) and straight down. Across words and down words can only intersect where they share the same letter.

How to play

Fold the page across the middle. Don't let your opponent see it. Face your opponent. You could use a book to block the view.

Call out a coordinate from the grid ("G 2" for example).

Your opponent finds that space on their word grid. If there is a letter in that space, your opponent tells you the letter and you write it in the lower grid. Your opponent makes a light slash over the letter on their grid.

If the space you called out is blank, your opponent says "miss." You make a slash mark in that space on the lower grid on your game board.

Then it's your opponent's turn to say a coordinate from the grid.

Sinking ships: The object of the game is to 'sink' your opponent's ships (words) in one of two ways.

When you have 'hit' on all the letters in the word, your opponent says "Sunk."

After you have hit one or more letters in a word and you think you know the whole word, you can go for 'Ka-boom' on your next turn. First say what you think the word is. If you say the correct word, you have to spell the word correctly with you own paper hidden from your sight. If you are correct, your opponent says, "Ka-boom!" and must mark all the letters in the word as sunk and tell you which space the first letter belongs in so you can write the word on your grid.

If you guess the wrong word or spell it incorrectly, your opponent tells you that you missed it and he or she gets two turns in a row before your next turn.

Winning

The first player to sink all the other player's ships is the winner.

If time runs out before one of you sinks all the other's ships, you both count all the letters that have not been hit on your own lower grid. The one with the most letters left is the winner.



Ka-boom!

Write 10 spelling words on the grid below. Mark the letters that your opponent hits.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A															
B															
C															
D															
E															
F															
G															
H															
I															
J															
K															
L															
M															
N															
O															

Mark misses/hits in the top grid. When you hit an opponent's ship, they tell you the letter to write in the space.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A															
B															
C															
D															
E															
F															
G															
H															
I															
J															
K															
L															
M															
N															
O															



Unit 9 Word Sort

Unit 9 Spelling List	
Spelling Words	
plain	delay
plane	chain
painting	maybe
Sunday	explained
afraid	trail

Sound and Spelling Sort		
āi	āy	ā_e

Suffix Sort	
with Suffix	Base Word

Unit 9 Quick Coding - Word List

Spelling Words	
plain	delay
plane	chain
painting	maybe
Sunday	explained
afraid	trail

Quick Coding Steps

1. Dot vowels.
2. Circle prefixes and suffixes.
3. Box consonant digraphs.
4. Bracket syllables.
5. Label syllable types with initial.
6. Code and mark vowel sounds.
7. Slash through silent letters.
8. Read the word.

Spelling Words - Answer Key

plāin	dēlāy
plāne	chāin
pāintīng	māybē
Sūndāy	ēxplāined
āfrāid	trāil



Unit 9 Vocabulary Exercise

1. More words with prefix **un-**

Below are some more words with the prefix **un-** not on your list. Use the definition of **un-**: not or reverse. Write in the word beside the definition that seems to match it.

unafraid**unexplained****unlike****unfocused**

- _____ different.
- _____ not fearing something that could be scary.
- _____ not paying attention to one thing at a time; blurry.
- _____ you don't understand why something happened.

2. Snippets of Conversation

Pretend that the sentences are bits of talk that you heard from different people in a crowded place. Write a word with **un-** to match from your Unit list and the five words above. Share your answers with a partner and read the sentences.

- "Seven are absent from our class and I don't know why." _____
- "If you don't wear a hard hat at the building site, you might get hurt." _____
- "When I hear a siren, it makes me feel a little nervous or worried." _____
- "You can jump in that freezing water, but I am not going to!" _____
- "I was trying to do three things at once and getting nothing done." _____
- "If some citizens can vote and others cannot, it's not democracy." _____
- "I don't fear snakes unless they are the poison kind." _____
- "I know they are twins, but they don't look the same or act the same." _____



Unit 9 Word Structure Exercise

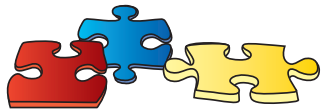
Concept: Prefixes and Suffixes

Print one copy per child, enlarge and print off one per small group.

Students should work with one or two partners to make real words with these prefix, suffix, and base word puzzle pieces. See how many different words you can make using two or more morphemes.

Make a list on another sheet of paper. You could make it a competition to find the most words.

Remind students to use the Drop e Rule and Consonant Doubling Rule when they write the words with suffixes.



Possible answers:

<i>misplace</i>	+s	+ed	+ing
<i>mistreat</i>	+s	+ed	+ing
<i>mislead</i>	+s		+ing
<i>misdirect</i>	+s	+ed	+ing
<i>untreat</i>	+s	+ed	
<i>unequal</i>			
<i>unafraid</i>			
<i>unfocus</i>		+ed	+ing
<i>include</i>	+s	+ed	+ing
<i>instep</i>			
<i>inflate</i>	+s	+ed	+ing
<i>inspire</i>	+s	+ed	+ing
<i>indirect</i>			
<i>infer</i>	+s	+ed	+ing
<i>iltreat</i>	+s	+ed	+ing

Prefixes

Build it!

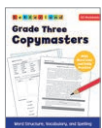
mis	un	in	il (before l)	im (before m, p)
-----	----	----	------------------	---------------------

Base Words and Roots

clude	place	paint	treat	talent
equal	step	flate	afraid	spire
lead	chain	direct	focus	fer

Suffixes

s	-es	ed	ing	ly
---	-----	----	-----	----

**Unit 9 Word List**

Name: _____

Date: _____

Spelling List			Vocabulary List	
Review Words	Spelling Words		Vocabulary Words	Challenge Words
teeth	plain	delay	unsafe	democracy
mistreat	plane	chain	unequal	citizen
reason	painting	maybe	uneasy	
magic	Sunday	explained	unfair	
placing	afraid	trail	unwilling	

Word Sort

Say the word. Write it under the matching spelling pattern for long **a**. Write the two words that have suffixes and then just the base word beside it. Say each word again.

Sound and Spelling Sort		
āi	āy	ā_e

Suffix Sort	
with Suffix	Base Word

Quick Coding

plain

delay

plane

chain

painting

maybe

Sunday

explained

afraid

trail



Unit 9 Passage

Name: _____

Date: _____

Fill in the blanks with words from the **Vocabulary List**. Underline the words on the **Spelling List**.

Vote! by Tamara

My great grandmother (GG for short) likes being at home. But there is one day that GG is (unwilling) to remain at home. That is on voting day.

The last election morning was very cold with icy sidewalks. Pop, my grandfather, was worried and _____ about GG going out. He thought it was _____ since she walks with a cane. He said maybe they could delay voting until later in the day. GG was very unhappy. She said to Pop, "If you won't drive me, I will walk the five miles by myself." They went to vote, and I rode along with them. GG explained to me why voting is so important.

"When the United States started over 200 years ago, people started voting to choose their leaders."

"And then everybody had an equal right to vote?" I asked.

"Oh, no, it was very _____," GG said, "Mostly only rich, white men voted. Most African-Americans were still slaves. No women could vote and no Native Americans. In most states, women couldn't vote until 1920." My great grandmother told me that she was 34 the first time she voted in New Jersey, but she said many Native Americans were not allowed to vote until 1957.

"That sounds _____," I said, "but after the end of slavery, African-American men could vote, right?"

"No, I am afraid not. It was supposed to be that way, I guess. Slavery ended in 1863, but white leaders in many places made it so most of us couldn't vote. In 1965, when I was 31 years old, the Voting Act Rights law was passed. That helped make sure all people could vote for their leaders."

Context Clues: Discuss the meanings of the words in **bold**.

"Do people in all countries get to vote for their leaders?" I asked GG.

"Not all countries," GG said. "Some countries still have one ruler who has all the power and can't be voted out. Our country is a **democracy**. That means all citizens have the power to choose their leaders." If you are born in the United States, you are a **citizen**. If you are born in another country, you can work to become a citizen.

Write about it: Tamara states that voting in the past in the United States was unfair? What information in the story supports her opinion?



Prefix
Root
Suffix

A **prefix** is a word part that can be added to the beginning of a root or base word to change the meaning of the word.

Prefix	in- im-	mis-	un-	dis-	in- il-, im-
Key Word	inside	mistake	unlock	disagree	incorrect

Prefix	pre-	re-	trans-	non-	en- em-
Key Word	preschool	return	transport	nonsense	encircle

Prefix	uni-	bi-	tri-	cent- centi-
Key Word	unicorn	bicycle	triangle	centipede

Prefixes

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Quick Coding the Six Syllable Types

Open Syllable o

lōgō

pāper

silēnt

menū

vibrātion

Closed Syllable c

pūmpkin

subtrāct

insect

chipmunk

Atlāntic

Magic e Syllable e

pinecōne

cūpcāke

glōbe

reptile

educāte

Vowel Team Syllable v

rainbōw

meādōw

headwāy

treēhouse

cōntinūe

R-controlled Syllable r

orchard

fārmer

pērform

fūrther

whīrlwind

Consonant-le Syllable l

stāble

tāble

riddle

pūrple

incrdible

Quick Coding

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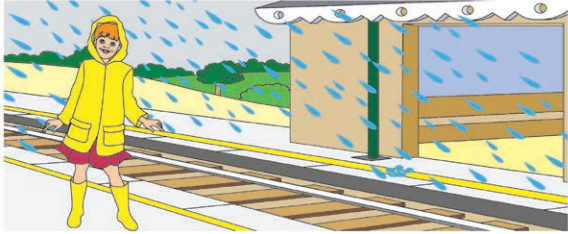
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16 Graphemes Unit 9

Vowel Teams

ai ay



Front

Long Vowel Teams Graphemes 16

Quick Code guide:

rāiny
dāy

Sound:
/ā/
/ā/

Key Phrase:
Rainy day



Reminder: When Vowel Men go out walking, the first one does the talking. The second one silently looks out for Vowel Stealing Robots. (Mr. I gets dizzy on the end of words, so Yo-yo Man takes his place).

Questions:


- What type of vowel is it?
A: Long Vowel Team.
- What type of syllable has this sound?
A: Vowel Team syllable.
- How do we Quick Code this spelling?
A: With a macron (or straight line) over the first vowel and a slash through the second.
- The spelling **ai** is usually in the middle of a word and **ay** is on the end. Can you spell the long **a** sound in these words?
day, rain, mail, afraid, clay, relay, brain, container

Exceptions: mountain, fountain

Back

4 Morphemes Unit 9

un-



Prefix Root Suffix

Front

Morphemes 4

un-

Key Word: **unlock**
Meaning: **not, reverse**

Questions:

- How does the Key Word help you remember the meaning of this prefix?
A: Because if you **unlock** something it is **not** locked.
- Can you relate these words to the prefix meaning?
unhappy, unlucky, unpack, unwrap, unknown, unusual, unwilling


Prefix Root Suffix

Back

8 Syllable Types Unit 8

Vowel Team Syllable

rainbow



Front

Vowel Team Syllable Syllable Types 8

rāinbōw

Questions:

- What is a **Vowel Team Syllable**?
A: A Vowel Team has two vowels together that make one sound.
- What is the vowel sound in a **Vowel Team Syllable**?
A: The two letters make one sound. The sound is often the first letter in the Vowel Team.
- How do you Quick Code this syllable?
A: With a **v** under the bracket, a slash through silent letters, and a macron (straight line) over the vowel if it is long (says its name).

Teacher information: Some Vowel Teams have more than two letters and may include consonants. Many Vowel Teams do not have the long sound of the first vowel. These concepts will be introduced in later units.

Back

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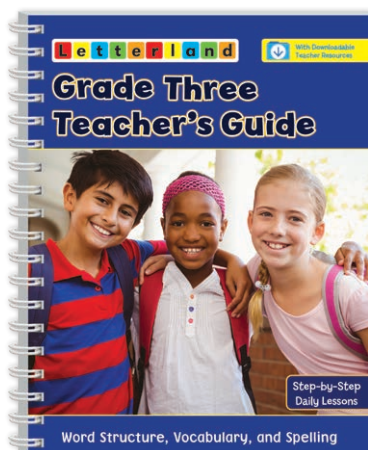
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