

Curriculum Subject - Building Vocabulary III

Activity	Description
Antonyms	Improving vocabulary through antonyms
Assessment Test - Building Vocabulary III	This assessment is based on the skills associated with Building Vocabulary III. It is based on the skills from the early part of the year. Some may consider this test too long for third graders. It can be shortened by removing skills from the test.
Base Words	Recognizing and using base words to build vocabulary
Basic Sight Words 1	Identify, use and correctly spell basic sight words
Basic Sight Words 2	Identify, use and correctly spell basic sight words
Basic Sight Words 3	Identify, use and correctly spell basic sight words
Beginning Digraphs 1	Definition of a digraph; example of digraph; students complete words using digraphs ch, gh, and ph
Beginning Digraphs 2	Students identify words with sh, voiced and unvoiced th, and wh
Compound Words	Recognizing and forming compound words
Contractions	Identify and form contractions
Dictionary	How to use a dictionary to determine the syllabication, pronunciation, definition and correct spelling of words
Final Consonants 1	Students identify words that end with k, b, x, m; sounds of ending /k/, /b/, /x/, /m/
Final Consonants 2	Students identify words that end with t, p, d s; sounds of ending /t/, /p/, /d/, /s/
Final Consonants 3	Students identify words that end with n, g, l; sounds of ending /n/, /g/, /l/; Students identify words that end with r, f; sounds of ending /r/, /f/
Final Digraphs 1	Location of digraphs in words; students complete words with correct digraphs ch, ck, and sh
Final Digraphs 2	Location of digraphs in words; students complete words with correct digraphs th, gh, and ng

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Homonyms	Recognizing homonyms
Initial Blends 1	Definition of a blend; students identify examples of blends; (pl, pr, fl, fr, br, tr, scr, sk, sn)
Initial Blends 2	Definition of a blend; students identify examples of blends; (gr, dr, cr, cl, gl, st, sc, sw)
Initial Blends 3	Definition of a blend; students identify examples of blends; (sl, sp, bl, sm, spl, spr, thr, str, th, squ)
Initial Consonant Review	A review of initial consonants
Initial Consonants 1	Students identify words that begin with the letters b, d, f, g; sound of the letters /b/, /d/, /f/, /g/; Students identify words that begin with the letters c, k, s; sound of the letters /c/, /k/, /s/
Initial Consonants 2	Students identify words that begin with the letters h, j, l, n; sound of the letters /h/, /j/, /l/, /n/; Students identify words that begin with the letters p, q, r; sound of the letters /p/, /q/, /r/
Initial Consonants 3	Students identify words that begin with the letters t, v, w; sound of the letters /t/, /v/, /w/; Students identify words that begin with the letters y, z; sound of the letters /y/, /z/
Introduction to Sounds 1	Students are introduced to all sounds, the definition of vowels and consonants
Introduction To Sounds 2	Students are introduced to all sounds, the definition of vowels and consonants
Like and Unlike Letters	Students identify letters with similar features; (c, e, o), (b, p, q, d), (v, w, u, y), (j, i, l), (g, y, j, p), (m, n, w, v, r)
Like and Unlike Words	Students identify words that look similar to other words; (on, no, so), (an, am, and), (if, it, is, in)
Prefixes	Using prefixes to determine word meaning
Silent Vowels	Students identify silent vowels in words; second vowel is usually silent
Suffixes	Using suffixes to determine word meaning
Synonyms	Improving vocabulary through synonyms

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The -ar- Sound	Students identify words that have the /ar/ sound in words
The -er-ir-ur Sounds	Students identify words that have the /er/, /ur/ and /ir/ sounds
The -oo- Sound	Students identify the three sounds of /oo/
The -or- Sound	Students identify words having the /or/ sound
The Diphthong -oi- & -oy-	Students work with the spellings oi and oy representing the diphthong /oi/
The Diphthong -ou- & -ow-	Students work with spellings ow and ou representing the diphthong /ou/
The Long -a- Sound	Students identify long /a/ sound in examples: vowel/consonant/vowel concept in long vowel sound
The Long -e- Sound	Students identify long /e/ sound in examples: vowel/consonant/vowel concept in long vowel sound
The Long -i- Sound	Students identify long /i/ sound in examples: vowel/consonant/vowel concept in long vowel sound
The Long -o- Sound	Students identify long /o/ sound in examples: vowel/consonant/vowel concept in long vowel sound
The Long -oo- Sound	Students identify the long sound of /oo/
The Long -u- Sound	Students identify long /u/ sound in examples: vowel/consonant/vowel concept in long vowel sound
The Short -a- Sound	Students identify short /a/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -e- Sound	Students identify short /e/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -i- Sound	Students identify short /i/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -o- Sound	Students identify short /o/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound

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The Short -u- Sound	Students identify short /u/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
Y as a Vowel	Students identify words using y as a vowel sound