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|  | **Mr. Pinkelman & Mr. Seefeldt’s 3rd Grade**  **Spelling and Vocabulary**  For the Week of:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Testing day:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Unit 7 Week 3 – Communities Then and Now | |

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| **Spelling Words**  Frequency Words: words that readers encounter most often in reading materials**.**  **“Wind and Wildflowers”**   1. awful 2. called 3. dawn 4. pause 5. stalks 6. taught 7. thawing 8. walls | **Sample Sentences**   1. Our apartment has thin **walls**, so we can hear our neighbors’ television. 2. I **called** Alice to see if she wanted to go out, but there was no answer on her phone. 3. Today, we learned about different parts of plants including petals, **stalks**, and roots. 4. The gym clothes smelled **awful** because they hadn’t been washed in two weeks! 5. The park is open from **dawn** until sundown, so we can’t play at night. 6. We are **thawing** out a frozen chick for dinner, so it won’t be so hard to cook later. 7. Our math teacher **taught** us the multiplication tables by having us write them over and over again. 8. We will need to **pause** at the top of the hill, since some of the hikers are tired. |
| **Academic Vocabulary**  “Sarah and the Chickens”   1. demanding (p. 22) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. gathered (p. 28) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. scattered (p. 23) –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. tucked (p. 22) – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |