Seed Test Spelling

Use word endings and word parts in a class science notebook model.

CCSS.ELA-Literacy.L.3.2f "Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle at least 10 words made by adding an ending, such as -ed, -ing, -er, -est, or -ly. Underline each ending to notice how the spelling changes or stays the same.

Our Bean Seed Test

1. On Monday, Ms. Lee's class planned a seed test. Each team filled a small pot with soil and planted three bean seeds. The students labeled the pots and placed them near a sunny window. Then they recorded the date in a notebook. Careful notes would help the class compare each plant's growth over several weeks with care.

2. By Friday, one team noticed a tiny green shoot. Another pot stayed bare, so the team checked its water. They wondered whether the seed needed more sunlight or warmer soil. Ms. Lee reminded them to be patient. A seedling does not appear at the same speed in every pot. The class kept watching and writing.

3. After two weeks, the tallest plant had curled leaves and a strong stem. The class carefully measured it with a ruler. They compared the numbers and made a simple chart. A helpful heading named the test, and each team added its results. Their finished chart showed that plants can grow differently, even when people care for them.

2 ANSWER WITH EVIDENCE

Use the passage

1. The word planned comes from plan. What spelling change was made before -ed was added?

2. Which word in paragraph 2 is made by joining sun and light? Write the two word parts.

3. The word writing comes from write. What letter was dropped before -ing was added?

4. In the word tallest, what is the base word and what is the ending?

3 YOUR TURN

Your own words

Write three sentences about a pretend seed test. Use at least four words made by adding endings, including one word that doubles a final consonant before adding -ed or -ing and one word that drops a silent e before adding -ing.

ANSWER KEY

Seed Test Spelling

GRADE 3 · L.3.2f

PART 1 · READ AND MARK

Circle at least 10 words made by adding an ending, such as -ed, -ing, -er, -est, or -ly. Underline each ending to notice how the spelling changes or stays the same. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	The word planned comes from plan. What spelling change was made before -ed was added?	**The n was doubled: plan + ed = planned.**
2	Which word in paragraph 2 is made by joining sun and light? Write the two word parts.	**sunlight, made from sun + light.**
3	The word writing comes from write. What letter was dropped before -ing was added?	**The silent e was dropped: write + ing = writing.**
4	In the word tallest, what is the base word and what is the ending?	**The base word is tall, and the ending is -est.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I planned a seed test and filled two pots with soil. I am hoping the seeds will sprout, so I am writing notes each day. The taller plant needs water.

Accept any 10 correctly circled words with endings in Part 1, as long as the endings are underlined. For Part 3, accept any three-sentence response about a seed test with at least four correctly spelled ending words, including a consonant-doubling word and a silent-e-dropping word.