



# 3<sup>rd</sup> Grade Packet

The Schwa  
Compound Words

Name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Welcome to the *Reading Horizons Discovery*® Weekly Student Packet! In this packet, you'll find activities that students can do independently along with some activities that require the help of a fluent reader.

## **Guided Practice Activities**

These activities need to be completed with the help of a fluent reader.

### **Homework Pages**

Each Homework Page includes a concise overview of what was covered in that week of instruction. This information can serve as a review for the student and as a synopsis for anyone assisting in the home. This skill review was not designed to be reading practice for the student. Each square in the Tic-Tac-Toe design of the page includes instructions for the student. A fluent reader should be available to assist in reading these instructions if necessary.

### **Building Words Activities**

The student should cut out the accompanying letter cards. A fluent reader should read the Building Words Activity script aloud to the student while the student uses the cards to spell the words. The letter cards include both upper- and lowercase letters. Encourage the student to practice proper capitalization by only using the uppercase letters when necessary.

## **Independent Practice Activities**

These activities are designed to allow the student to complete them independently. In some cases, small portions of the activities below (like instructions) may require minimal involvement by a fluent reader.

### **Cloze Passages**

The student should use the words on the second page of the activity to fill in the blanks on the first page. The passages are designed to include only words that students have learned the necessary skills to read independently.

### **Building Words Transfer Cards**

The Building Words Transfer Card uses words from the Building Words Activity in sentences designed to help students practice reading skills.

### **Practice Pages**

Instructions at the top may need to be read to the student.

### **Sort and Spell Activities**

Sort and Spell activities include three parts: the Word Sort, Fill-in-the-Blank Sentences, and Word Sort Questions. The Word Sort Questions are designed to challenge the student to think critically, so many of these questions will need to be read to the student. The other parts are designed for independent practice.

In the Word Sort, the words can be cut out and moved into the appropriate columns on the sort page. The student could also use the words in the bank as a reference and write the words into the correct columns. The student should use the words from the sort to complete the Fill-in-the-Blank sentences.

Happy Reading and Spelling!

The Reading Horizons Team

For more information, contact your teacher at \_\_\_\_\_.




## Weekly Spelling Homework

Name \_\_\_\_\_ Date \_\_\_\_\_

### (Form A) Spelling LESSON WEEK 18: The Schwa and Compound Words

**Spelling Skill:** The schwa is a vowel sound that most often has the sound of short *u* or short *i*. It can be heard in any word, with any vowel. It is most often heard in words with more than one syllable, especially if the word begins or ends with the vowel *a*. Compound words are two words joined together to make a new word.

Example Words	<u>Word Bank</u> Skill Words	Most Common Words
	softball happen upload backpack soda	dishcloth    away sandstone    windmill pencil    taken accuse    data eggshell    common
		of other another mother America

### Spelling Tic Tac Toe

Using words from the word bank above, complete at least 3 squares in a row. Show your work on the back of this page in the corresponding squares (e.g., if you choose to complete the activity in square 1, write your response in the grid on the back of this page in the square with the number 1). Return this page to your teacher.

1. Spell and prove two skill words from the word bank.	2. Write and illustrate each word in one compound word from the word bank. Then write and illustrate the compound word as a whole.	3. Spell and prove two skill words from the word bank.
4. Write three skill words from the word bank that use the schwa sound.	5. Spell and prove three skill words from the word bank.	6. Write two skill words from the word bank that start with the schwa sound.
7. Spell and prove two skill words from the word bank.	8. Write two skill words from the word bank that end with the schwa sound.	9. Spell and prove two skill words from the word bank.

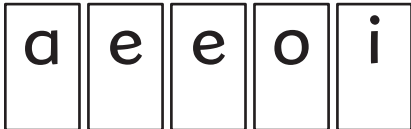
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 18

## Building Words Review Activity for Spelling Lesson Week 18 Part 1 of 2, The Schwa

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



### Skill Review

For skill information, see Grade 3 Instructor Cards for Spelling Lesson Week 18.

### Building Words

Let's practice spelling words that have the schwa sound. Let's begin with two-syllable words that begin with the vowel *a*. In these words, the beginning *a* has the schwa sound. We will spell each word syllable by syllable. Remember, each syllable has a working vowel.

1. Spell the first syllable in the word **alive**. THINK /ā/ - /live/ when you spell the word. Spell /ā/. Now spell the second syllable /live/. Put the two syllables together to spell *alive*. Read the word. SAY /ə/ - /live/. This plant is *alive*.
2. Spell the first syllable in the word **adopt**. THINK /ā/ - /döpt/ when you spell the word. Spell /ā/. Now spell the second syllable /döpt/. Put the two syllables together to spell *adopt*. Read the word. SAY /ə/ - /döpt/. They hope to *adopt* a class pet.

Now let's try some words that have a schwa sound in the second syllable.

3. Spell the first syllable in the word **silent**. THINK /sī/ - /lənt/ when you spell the word. Spell /sī/. Now spell the second syllable /lənt/. Put the two syllables together to spell *silent*. Read the word. SAY /sī/ - /lənt/. The room was *silent*.
4. Spell the first syllable in the word **dental**. THINK /dĕn/ - /təl/ when you spell the word. Spell /dĕn/. Now spell the second syllable /təl/. Put the two syllables together to spell *dental*. Read the word. SAY /dĕn/ - /təl/. I have a *dental* checkup today.

Let's try a few more two-syllable words with the schwa sound.

5. Spell the first syllable in the word **aside**. THINK /ā/ - /side/ when you spell the word. Spell /ā/. Now spell the second syllable /side/. Put the two syllables together to spell *aside*. Read the word. SAY /ə/ - /side/. We will put *aside* these cards.
6. Spell the first syllable in the word **select**. THINK /sĕ/ - /lect/ when you spell the word. Spell /sĕ/. Now spell the second syllable /lect/. Put the two syllables together to spell *select*. Read the word. SAY /sĕ/ - /lect/. You can *select* any book from the shelf.

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Finally, let's try spelling some one-syllable words with the schwa sound.

7. Spell the the word **the** (/thə/). THINK /thē/ when you spell the word, but SAY /thə/ when you read the word. She finished reading *the* book that I gave her.
8. Spell the word **a** (/ə/). THINK /ā/ when you spell the word, but SAY /ə/ when you read the word. I need *a* pair of scissors.

### **Beat the Clock**

Ask students to use the Sounds Cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students).

### **Bonus Activity**

Have students write a sentence with as many words from the lesson as they can.

### **Transfer**

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 18 Part 1. Check for accuracy and automaticity.



# Review Activities Lesson Week 18

## Building Words Review Activity for Spelling Lesson Week 18 Part 1 of 2, The Schwa

<b>A</b>	<b>E</b>	<b>E</b>	<b>O</b>	<b>I</b>	<b>C</b>	<b>D</b>	<b>H</b>
<b>L</b>	<b>N</b>	<b>P</b>	<b>S</b>	<b>T</b>	<b>V</b>		

h d c i o e a  
b e e o i c p y

l u d s t v  
n d s t v

# Review Activities Lesson Week 18

## Building Words Review Activity for Spelling Lesson Week 18 Part 2 of 2, Compound Words

<b>A</b>	<b>E</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>Y</b>	<b>D</b>	<b>F</b>
<b>H</b>	<b>L</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>S</b>	<b>S</b>	<b>W</b>

f d y i i e e a

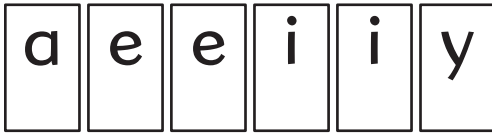
w s s n m l l h

# Review Activities Lesson Week 18

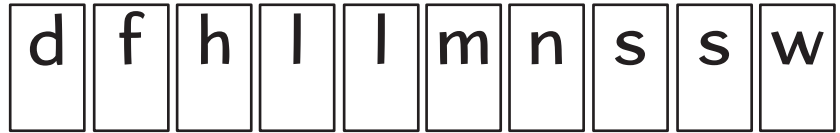
## Building Words Review Activity for Spelling Lesson Week 18 Part 2 of 2, Compound Words

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



### Skill Review

For skill information, see Grade 3 Instructor Cards for Spelling Lesson Week 18.

### Building Words

Let's practice spelling compound words.

1. Spell the word **sea** using the *e-a* adjacent vowel combination. Now spell the word **shell**. Put them together to spell the word **seashell**. I found a *seashell* at the beach.
2. Spell the word **wind**. Now spell the word **mill**. Put them together to spell the word **windmill**. He watched the blades of the *windmill* spin in the breeze.
3. Spell the word **hill**. Now spell the word **side**. Put them together to spell the word **hillside**. The log cabin was built on the *hillside*.
4. Spell the word **him**. Spell the word **self**. Put them together to spell the word **himself**. He saw *himself* in the mirror.
5. Spell the word **side**. Now spell the word **ways**. Put them together to spell **sideways**. Words in the word search can go up and down or *sideways*.

### Beat the Clock

Ask students to use the Sounds Cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students).

### Bonus Activity

Have students write one sentence using as many words from the lesson as they can.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 18 Part 2. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 18**  
**Cloze Passage**

Name \_\_\_\_\_ Date \_\_\_\_\_

“Do you want a red \_\_\_\_\_ with cream cheese frosting?”

asked Ted.

“No, thank you,” said Min. “I \_\_\_\_\_ eat such sweet treats.

I will have a plain \_\_\_\_\_ and some water in this \_\_\_\_\_.”

“If you \_\_\_\_\_ to change your mind, we also have \_\_\_\_\_ and

ice cream,” said Ted.

“No, thank you, Ted,” said Min. “If I want a sweet snack, I have a

blue \_\_\_\_\_ in my \_\_\_\_\_.”



**Reading Horizons Discovery® Spelling Lesson Week 18**  
**Cloze Passage**  
**The Schwa and Compound Words**

cupcake

gumball

backpack

happen

pancake

seldom

soda

teacup

velvet

# Spelling Lesson Week 18

## Building Words Transfer Card 1 of 2

Words:

alive   adopt   silent   dental  
aside   select   the   a

Sentence:

I will select a small cat to adopt.



# Spelling Lesson Week 1

## Building Words Transfer Card 1

Words:

nap

cap

ten

Ken

top

cop

tub

cub

hid

kid

Sentence:

Ken, the kid, had a red cap.

Name \_\_\_\_\_  
-----  
\_\_\_\_\_

The schwa is the unstressed vowel sound or syllable in a multi-syllabic word. All vowels can take the schwa sound.

## Lesson 62: The Schwa

A word that has more than one syllable will often have an unstressed syllable or unstressed vowel sound called the *schwa*. The schwa is represented by an upside-down e (ə). The vowel *a* is often associated with the schwa sound if it acts as a word in a sentence (I have a dog) or if a word begins or ends with the spelling of *a* (agree, sofa). All vowels can take the schwa sound.

Prove and read the words below, using Decoding Skill 1 and the schwa. You may draw either boxes or lines to divide the syllables.

Examples: 

o	p	e	n
̄		ə	
x		x	

      a | g o

bacon

human

even

silent

adopt

private

label

sofa

neglect

agree

evil

final

Word Bank

beehive	inspect	cupcake
hundred	homemade	complex
spoken	baseball	inside
weekday	sunset	streetlight
seaweed	raincoat	plenty
insect	gymnast	grumpy
repeat	hotel	

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*Reading Horizons Discovery*® Spelling Lesson Week 18  
Sort and Spell 1  
Compound Words

Sort by Word Type	
Compound Words	Non-Compound Words

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. He ate a yummy \_\_\_\_\_ that was \_\_\_\_\_ by his dad.

2. They will stay at a \_\_\_\_\_ for one night on a \_\_\_\_\_.

3. She felt \_\_\_\_\_ that she could not find her \_\_\_\_\_ on such a rainy day.

4. They plan to \_\_\_\_\_ the seashore for a seaweed plant.

5. This tall \_\_\_\_\_ provides \_\_\_\_\_ of light so we can see at night.

6. We could see the amazing \_\_\_\_\_ at dusk from \_\_\_\_\_ our home.

7. A \_\_\_\_\_ is home to more than one \_\_\_\_\_ bees.

8. This big \_\_\_\_\_ is where the team plays \_\_\_\_\_.

9. Can you please \_\_\_\_\_ the words that were just \_\_\_\_\_?

10. The \_\_\_\_\_ stopped jumping to wave away the small \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, answer the questions below.

1. Which word can also mean *a lot* or *enough*?

\_\_\_\_\_

2. Which word has a Rainbow J? \_\_\_\_\_

3. How many compound words are in this sort?

\_\_\_\_\_

4. Write the two words that are different by only one letter. \_\_\_\_\_, \_\_\_\_\_

5. In which compound word does the first word relate to weather and the second word name something you wear? \_\_\_\_\_

*Reading Horizons Discovery*® Spelling Lesson Week 18  
Sort and Spell 2  
The Schwa

Sort by Schwa Sound	
Schwa Sound in First Syllable	Schwa Sound in Second Syllable



Word Bank

ago	soda	agree
total	select	human
amaze	pilot	degree
final	away	notice
polite	sofa	afraid
equal	divide	private
across	tuba	

Page intentionally left blank.

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. Five days \_\_\_\_\_, he had a \_\_\_\_\_ chat with his old pal.

2. We \_\_\_\_\_ that this soft \_\_\_\_\_ is the best one for our home.

3. They will \_\_\_\_\_ one of us to sing the \_\_\_\_\_ song at the end of the play.

4. The feats that this strong \_\_\_\_\_ can do will \_\_\_\_\_ you!

5. She got her college \_\_\_\_\_, and then she became a \_\_\_\_\_ of jet planes.

6. Can you take \_\_\_\_\_ this can of grape \_\_\_\_\_?

7. Did you \_\_\_\_\_ how kind and \_\_\_\_\_ he was?

8. The children are \_\_\_\_\_ to run \_\_\_\_\_ the hot sand with bare feet.

9. We can \_\_\_\_\_ the cake into slices of \_\_\_\_\_ size.

10. The band has a \_\_\_\_\_ of three flutes and one \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, answer the questions below.

1. Which word means *to shock*? \_\_\_\_\_

2. How many words have a schwa in the first syllable and begin with an *a*? \_\_\_\_\_

3. How many words in the sort have a schwa sound in the second syllable? \_\_\_\_\_

4. Write four words from the sort that have a schwa in the first syllable and do not start with the vowel *a*?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5. Write the word with a schwa sound in the second syllable that replaces a short *o* vowel sound.

\_\_\_\_\_