



3rd Grade Packet

Spelling Two Syllable Words
Spelling with -C

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 B) Spelling Lesson Week 20: Spelling Two Syllable Words and Spelling with -C

Spelling Skill: When spelling words with more than one syllable, say each syllable one at a time, and apply all the skills you have learned to spell each syllable. The /k/ sound at the end of a word with more than one syllable is spelled with a *c* (e.g., *picnic*, *hectic*, *frantic*). Before adding suffixes (e.g., *-er*, *-ed*, *-ing*) to words ending in *c*, add the letter *k* after the *c* (e.g., *picnic/picnicking/picnicked*).

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	tennis silent compete basic decide Sunday decline reptile address scribble gymnast python traffic hectic athlete	show around does form boy

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 prove two skill words from the word bank that have a long vowel sound in the last syllable.	3. Spell and prove two skill words from the word bank.
4. Write and prove two skill words from the word bank that have a short vowel sound in the first syllable.	5. Spell and prove three skill words from the word bank.	6. Write and prove two skill words from the word bank that you might find in a book about sports.
7. Spell and prove two skill words from the word bank.	8. Write and prove two skill words from the word bank that have double consonants.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 20

Building Words

Review Activity for Spelling Lesson Week 20

Part 1 of 2, Spelling Two-Syllable Words

E	O	U	I	C	D	D	H
L	N	P	R	S	T	T	

e o n i c p d h

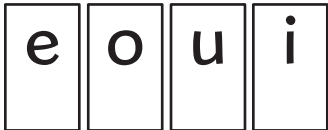
l u d r s t t

Review Activities Lesson Week 20

Building Words Review Activity for Spelling Lesson Week 20 Part 1 of 2, Spelling Two-Syllable 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 20.

Building Words

Let's practice spelling two-syllable words syllable by syllable. Remember, each syllable will have a working vowel.

1. Spell the first syllable in the word **contest**. Spell /c^ön/. Which phonetic skill does this syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable. Spell /t^ëst/. Which phonetic skill does this syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell *contest*. She entered the art *contest*.
2. Spell the first syllable in the word **splendid**. Spell /spl^ën/. Which phonetic skill does this syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable. Spell /dⁱd/. Which phonetic skill does this syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell *splendid*. We had a *splendid* time at the party.
3. Spell the first syllable in the word **include**. Spell /in/. Which phonetic skill does this syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable. Spell /cl^üde/. Which phonetic skill does this syllable follow? (Phonetic Skill 4) Correct. Put the two syllables together to spell *include*. Let's *include* everyone in this game.
4. Spell the first syllable in the word **instruct**. Spell /in/. Which phonetic skill does this syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable. Spell /str^ükt/. Which phonetic skill does this syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell *instruct*. A new teacher will *instruct* the students.
5. Spell the first syllable in the word **hundred**. Spell /h^ün/. Which phonetic skill does this syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable. Spell /dr^äd/. Which phonetic skill does this syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell *hundred*. I want to read a *hundred* books this year.

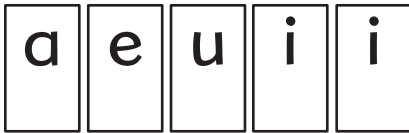
Beat the Clock

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).

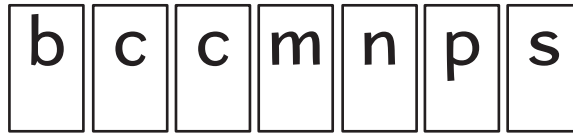
Building Words Review Activity for Spelling Lesson Week 20 Part 2 of 2, Spelling with -C

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 20.

Building Words

Let's practice spelling words that end in -c. Remember, when a two-syllable word ends in the /k/ sound, the /k/ sound is spelled with a c.

- Using two letters, spell the first syllable in the word **basic**. Spell /bā/. Now spell the second syllable. Spell /sīk/. Put the two syllables together to spell *basic*. Let's solve this *basic* math problem.
- Spell the first syllable in the word **picnic**. Spell /pīk/. Now spell the second syllable. Spell /nīk/. Put the two syllables together to spell *picnic*. I'm making sandwiches for our *picnic*.
- Using two letters, spell the first syllable in the word **sumac**. Spell /sū/. Now spell the second syllable. Spell /māk/. Put the two syllables together to spell *sumac*. The cook added *sumac* spice to the pot.
- Using two letters, spell the first syllable in the word **cubic**. Spell /cū/. Now spell the second syllable. Spell /bīk/. Put the two syllables together to spell *cubic*. We measured the *cubic* size of the box.
- Spell the first syllable in the word **scenic**, which has a Rainbow S. Spell /sē/. Now spell the second syllable. Spell /nīk/. Put the two syllables together to spell *scenic*. They drove along the *scenic* road so they could see the mountains.

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 20 Part 2. Check for accuracy and automaticity.

Review Activities Lesson Week 20

Building Words Review Activity for Spelling Lesson Week 20 Part 2 of 2, Spelling with -C

A	E	U	I	I	B	C	C
M	N	P	S				

c c b i i n e a

w u d s

Reading Horizons Discovery® Spelling Lesson Week 20
Cloze Passage

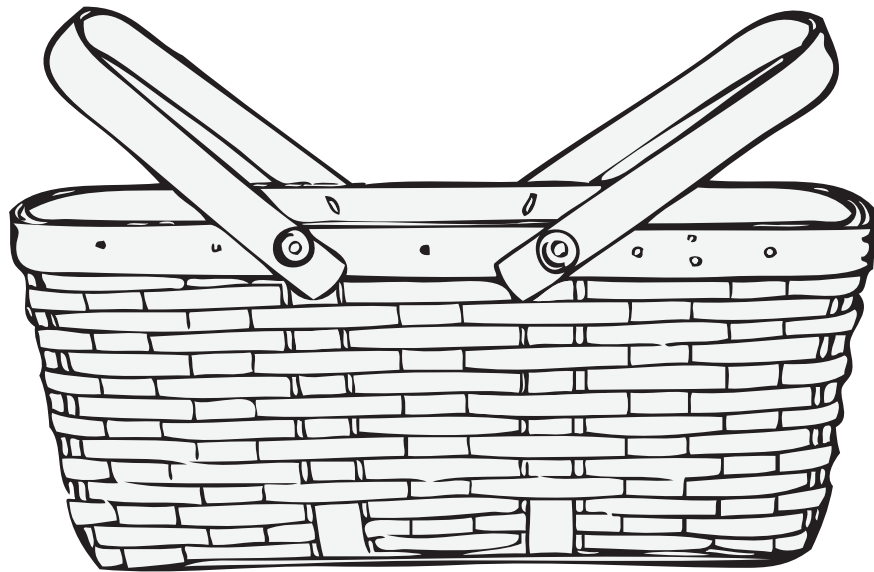
Name _____ Date _____

“May I have your _____?” asked Tim. “I want to _____ you to a
_____ on _____ this _____.”

“I am _____ to _____,” said Jayla. “Will there be _____?”

“Yes,” said Tim. “Demond will play the _____.”

“How fun! I’ll see you this _____!” said Jayla.



Reading Horizons Discovery® Spelling Lesson Week 20
Cloze Passage
Spelling Two-Syllable Words and Spelling with -C

accept

address

campus

fancy

fiddle

happy

invite

music

picnic

Sunday

weekend

Spelling Lesson Week 20

Building Words Transfer Card 1 of 2

Words:

contest

splendid

include

instruct

hundred

Sentence:

The contest will include a hundred athletes.

Spelling Lesson Week 20

Building Words Transfer Card 2 of 2

Words:

basic picnic sumac cubic scenic

Sentence:

We had a scenic picnic by the sumac tree.

Name _____

Words that have more than one syllable and end with the /k/ sound are spelled with c at the end.

Lesson 74: Spelling with -C

Most of the time when there is a multi-syllabic word ending with the /k/ sound, the end sound is spelled with a c. Exception: *attack*.

Prove and read the following words. The first word has been done for you.

at|tic
x | x

picnic

traffic

hectic

music

tunic

When the suffix *-ing* or *-ed* is added to a word ending in c, a k must be added before the suffix. Otherwise, the word would have the rainbow s sound.

pic|nic
x | x

picnicking

picnicked

Prove the nonsense word below. Write the word again, first with the suffix *-ing* and then with the suffix *-ed*. Underline just the suffix each time. Read each word.

*crobic

Reading Horizons Discovery® Spelling Lesson Week 20

Sort and Spell 2

Spelling with -C

Sort by Decoding Skill	
Decoding Skill 1	Decoding Skill 2

Word Bank

tactic

basic

music

hectic

classic

cubic

picnic

traffic

lilac

tunic

attic

sumac

Page intentionally left blank.

Name _____ Date _____

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

1. We had a _____ beneath the _____ tree.

2. We are stuck in _____ on the highway.

3. What _____ can we use to win the game?

4. We play _____ in a rock band.

5. She has on a _____ red _____ and blue jeans.

6. What do you use to check the _____ size of a box?

7. Things can get _____ when the day begins.

8. Do you know the _____ tale about the little red hen?

9. He likes the smell of the _____ blossoms.

10. I will go up to the _____ to get the extra chairs.

Name _____ Date _____

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

1. In this sort, what do all of the vowels that come before the letter *c* have in common?

2. How many words have a *c* in the middle of the word?

Which column are they in? _____

3. Which Decoding Skill 2 word from the sort can be both a noun and a verb? _____

4. Write at least one word that might be used when talking about a garden. _____

5. What is the most common vowel sound in the first syllable of the Decoding Skill 1 words? _____