



3rd Grade Packet

Spelling Three-Syllable 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 24: Spelling Multi-Syllabic Words

Spelling Skill: When spelling words with two or more syllables, say the word syllable by syllable, and then spell each syllable one at a time applying the skills you have learned. Check your spelling by reading and decoding your word.

Example Words	<u>Word Bank</u> Skill Words	Most Common Words
	conference underline important interest gigantic	circulate abundant bumblebee passenger magnify
	behemoth microscope formula photograph tomato	head few always own point

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 are compound words.	3. Spell and prove two skill words from the word bank.
4. Write and prove two skill words from the word bank that both mean <i>very large</i> .	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 science book.
7. Spell and prove two skill words from the word bank.	8. Write a sentence using at least two skill words from the word bank.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 24

Building Words Review Activity for Spelling Lesson Week 24 Spelling Three-Syllable Words

A	E	O	O	I	B	C	D
M	N	P	R	T	T		

d c b i o o e a

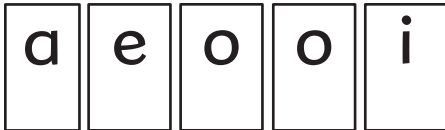
f f r p n m

Review Activities Lesson Week 24

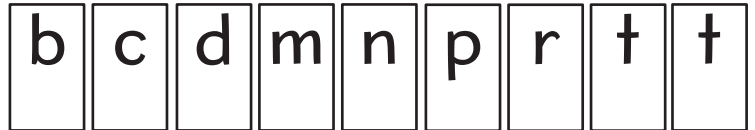
Building Words Review Activity for Spelling Lesson Week 24 Spelling Three-Syllable Words

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 24.

Building Words

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

1. Spell the first syllable in the word **tornado**. Spell /tor/. Now using two letters, spell the second syllable. Spell /nā/. Now spell the third syllable. Spell /dō/. Put all three syllables together to spell *tornado*. A *tornado* warning was issued for the entire county.
2. Spell the first syllable in the word **important**. Spell /im/. Now spell the second syllable. Spell /por/. Now spell the third syllable. Spell /tənt/. Put all three syllables together to spell *important*. The principal made an *important* announcement.
3. Spell the first syllable in the word **interact**. Spell /in/. Now spell the second syllable. Spell /ter/. Now spell the third syllable. Spell /ăct/. Put all three syllables together to spell *interact*. The students *interact* well as a group.
4. Spell the first syllable in the word **romantic**. Spell /rō/. Now spell the second syllable. Spell /măn/. Now spell the third syllable. Spell /tĭc/. Put all three syllables together to spell *romantic*. This book tells a *romantic* story.
5. Spell the first syllable in the word **October**. Spell /öc/. Now spell the second syllable. Spell /tō/. Now spell the third syllable. Spell /ber/. Put all three syllables together to spell *October*. My birthday is in *October*.

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 as they can from the lesson.

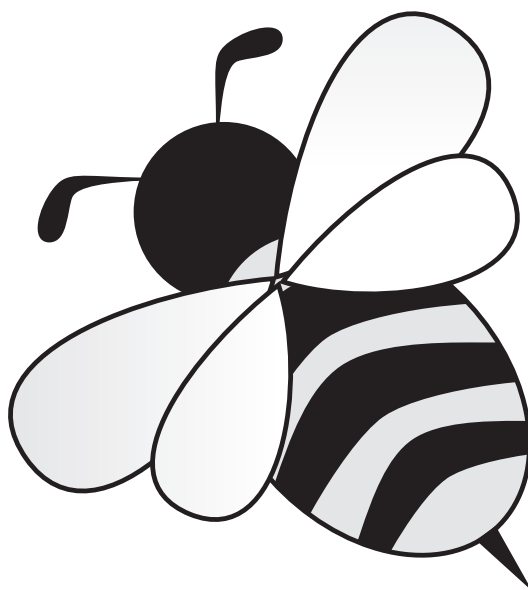
Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 24. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 24
Cloze Passage

Name _____ Date _____

It can be hard to _____ how _____ something as small as a _____ can be to the earth. In fact, they make a _____ impact. Like a buzzing, winged _____, a hive will _____ around an orchard and _____ pollen from one plant to another. This simple act can make a barren orchard _____ with fruit. Always _____ that these tiny creatures bring _____ to nature.



Reading Horizons Discovery® Spelling Lesson Week 24
Cloze Passage
Spelling Multi-Syllabic Words

abundant bumblebee circulate

comprehend gigantic harmony

important introduce

remember tornado

Spelling Lesson Week 24

Building Words Transfer Card

Words:

tornado important interact
romantic October

Sentence:

We will teach important tornado safety in October.

Name _____

This activity provides opportunities to practice proving and reading words with more than one syllable using previously learned skills.

Lesson 82: Decoding Multi-Syllabic Words

Prove and read each of the following multi-syllabic words. The first one has been done for you.

hibernate
x | x | x | x

styrofoam

cucumber

September

ambulance

equipment

chimpanzee

October

nursery

passenger

emergency

November

squadron

worship

remember

surrender

turpentine

contemplate

Reading Horizons Discovery® Spelling Lesson Week 24

Sort and Spell 1

Spelling Multi-Syllabic Words

Sort by the Spelling Pattern of the Last Syllable			
Phonetic Skill 1	Phonetic Skill 2	Phonetic Skill 4	Murmur Diphthong

Word Bank

interstate	determine	coconut
organize	cucumber	survival
equipment	remember	optimist
September	interact	emphasize
accomplish	badminton	concentrate
alphabet	important	understand
computer	December	

Page intentionally left blank.

Name _____ Date _____

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

1. A net and racket are some of the _____ used to play _____.

2. Fall starts in _____, and winter begins near the end of _____.

3. She added _____ and _____ to make the water even more refreshing.

4. Can you _____ which _____ to take as you drive home?

5. He will _____ the glass and paper into bins so that we can _____ how to recycle it.

6. If I _____ hard, I can repeat the _____ backward starting with the letter z.

7. I am an _____, so I had a good feeling the _____ would work again soon.

8. The teacher reminds us to _____ the most _____ words when we speak.

9. If we _____ the goal, we can better _____ the task.

10. The _____ of these plants depends on how they _____ with each other.

Name _____ Date _____

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

1. Why are some of the words in this list capitalized?

2. Which word means *to finish*? _____

3. Write a word from the last column that has a schwa in the first syllable. _____

4. What do all of these words have in common?

5. Solve this riddle: Which word from the sort has all 26 letters? _____