



3rd Grade Packet

Words with Decoding Exceptions

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 29: Words with Decoding Exceptions

Spelling Skill: In words with more than one syllable, double consonants most often follow a short vowel. However, some words do not follow this pattern, and the vowel sound remains short even though the consonants are not doubled. Generally speaking, rely on your memory when spelling such words. However, when a short vowel is followed by the consonant *v*, the *v* is never doubled. When spelling a word that starts with /e/ followed by /ks/, use the spelling *ex*. In some words, *ex* is a prefix that means *out of, away from, without, or former*.

Example Words	<u>Word Bank</u> Skill Words	Most Common Words
	cabin shadow metal liquid exam salad tropical balance proper exist solid radish method Saturn lemon	animal study never city example

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. Spell and prove two words from the word bank that contain the letter <i>x</i> .	3. Spell and prove two skill words from the word bank.
4. Write a sentence using at least one MCW and two skill words from the word bank.	5. Spell and prove three skill words from the word bank.	6. Using at least three skill words from the word bank, write a sentence about science.
7. Spell and prove two skill words from the word bank.	8. Write a word from the word bank. Then draw a picture to illustrate the meaning of the word.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 29

Building Words Review Activity for Spelling Lesson Week 29 Words with Decoding Exceptions

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 29.

Building Words

1. Say the word **metal**. How many syllables does this word have? (two) Correct. Is the vowel sound in the first syllable long or short? (short) Correct. When the first syllable in a multi-syllabic word is short, double consonants usually follow the vowel. However, these words are an exception to that pattern. Spell the first syllable in the word. Spell /mĕt/. Then spell the last syllable in the word. Spell /əl/. Put the syllables together to spell the word **metal**. This sculpture is made of **metal**.
2. Say the word **lemon**. Spell the first syllable in the word. Spell /lĕm/. Then spell the last syllable in the word. Spell /ən/. Put the syllables together to spell the word **lemon**. We added **lemon** juice to the punch.
3. Say the word **satın**. Spell the first syllable in the word. Spell /săt/. Then spell the last syllable in the word. Spell /ən/. Put the syllables together to spell the word **satın**. She wore a **satın** dress.

Let's spell some words that begin with a short e followed by the /gz/ sound. This sound is spelled with the letters e-x.

4. Spell the word **exam**. Spell the first syllable of the word. Spell /ĕks/. Then spell the last syllable in the word. Spell /əm/. Put the syllables together to spell the word **exam**. I have an **exam** in science class today.
5. Spell the word **exit**. Spell the first syllable of the word. Spell /ĕks/. Then spell the last syllable in the word. Spell /it/. Put the syllables together to spell the word **exit**. Where is the nearest **exit**?

Let's try some words that have a consonant v after the first syllable. Consonant v is never doubled.

6. Spell the word **ever**. Have you **ever** ridden a horse?
7. Spell the word **seven**. Her brother is **seven** years old.
8. Spell the word **travel**. I would like to **travel** to Tonga someday.

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).

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Review Activities Lesson Week 29

(continued from previous page)

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 29. Check for accuracy and automaticity.

Review Activities Lesson Week 29

Building Words
Review Activity for Spelling Lesson Week 29
Words with Decoding Exceptions

A	E	E	O	I	L	M	N
R	S	T	V	X			

n m l i o e e a

x v t s r

Reading Horizons Discovery® Spelling Lesson Week 29
Cloze Passage

Name _____ Date _____

Next _____, my _____ and I will _____ to
the _____ of Madrid. We will stay on the lower
_____ of a two-story _____. I have _____ gone
to _____ another country, but I do not feel _____. I only
feel excitement.



Reading Horizons Discovery® Spelling Lesson Week 29
Cloze Passage
Words with Decoding Exceptions

cabin

city

family

level

never

panic

Saturday

Spanish

travel

visit

Spelling Lesson Week 29

Building Words Transfer Card 1

Words:

metal lemon satin exam exit
ever seven travel

Sentence:

Would you ever want to travel to seven planets?

Name _____

Not all words follow the Decoding Skills 100 percent of the time. We call these words *exceptions*. If the word doesn't sound right, shorten the long vowel.

Lesson 91: Decoding Exceptions

Prove and read these exception words. The first word has been done for you.

proper

shiver

visit

never

habit

study

cabin

rapid

robin

clever

method

sliver

river

shadow

magic

Word Bank

seven	river	rotate
hotel	open	melon
student	item	recent
hybrid	minus	over
lemon	study	present
salad	widen	level
visit	finish	

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Reading Horizons Discovery® Spelling Lesson Week 29

Sort and Spell 1

Words with Decoding Exceptions

Sort by Vowel Sound in First Syllable		
Long Vowel		Short Vowel

Name _____ Date _____

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

1. For lunch, we ate a green _____ and some sweet slices of ripe _____.

2. The number _____ six equals one.

3. She is staying at the _____ downtown, so we will _____ her there.

4. To _____ the jar, _____ the lid clockwise.

5. The state plans to _____ this bridge to add another lane for _____ cars.

6. The math _____ lay down her pencil when the test was _____.

7. They will stop playing the game when they _____ the next _____.

8. I went shopping for an _____ that would be a good _____ for Han.

9. He picked a _____ from a tree that grows down by the _____.

10. A _____ report shows that those who _____ for tests do better.

Name _____ Date _____

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

1. Which word rhymes with *muddy*? _____

2. Which word means *take away*? _____

3. What sound does the letter *y* make in the word *hybrid*? _____

4. How many words have the long *u* vowel sound?

5. How many words have the long *o* vowel sound?

Reading Horizons Discovery® Spelling Lesson Week 29

Sort and Spell 2

Words with Decoding Exceptions

Sort by Words that Follow Decoding Skill 2 and Words that are Exceptions	
Decoding Skill 2	Exceptions

Word Bank

expand

extend

exit

exam

exceed

explain

exactly

example

extreme

exchange

exciting

exist

exercise

excuse

exhale

Page intentionally left blank.

Name _____ Date _____

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

1. We need _____ five more boxes, so do not _____ that number.

2. She is a good _____ to other children.

3. When you inhale and _____, your lungs _____ and contract.

4. What is his _____ for needing to _____ this item for a different one?

5. They like to play _____ sports, such as mountain biking.

6. To perform this _____ properly, you need to _____ you arms wide.

7. We saw a very _____ film over the weekend.

8. The teacher will _____ how to complete each item on the math _____.

9. Two main types of fish _____ in this lake.

10. Can you help me find the _____ to the parking lot?

Name _____ Date _____

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

1. Which word means *breathe out*? _____

2. Which word means *get bigger*? _____

3. What do all of the words in this sort have in common? _____

4. List two adjectives from the sort. _____, _____

5. Write at least one word from the sort that can be both a noun and a verb. _____