



3rd Grade Packet

Special Vowel Combinations

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 3: Special Vowel Combinations

Spelling Skill: Special Vowel Combinations are spelling patterns in one-syllable words for vowels followed by *-ll*, *-ng*, or *-nk*. They are important to learn because some vowels are spelled differently than they sound. The *-ll* Special Vowel Combinations are *-all* (e.g., *call*), *-ell* (e.g., *bell*), *-oll* (e.g., *roll*), *-ull* (e.g., *dull*), and *-ill* (e.g., *will*). The *-ng* Special Vowel Combinations are *-ang* (e.g., *rang*), *-ong* (e.g., *long*), *-ung* (e.g., *lung*), and *-ing* (e.g., *sing*). The *-nk* Special Vowel Combinations are *-ank* (e.g., *bank*), *-onk* (e.g., *honk*), *-unk* (e.g., *trunk*), and *-ink* (e.g., *sink*).

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
	spell troll pull hall still	honk blink rank pink bunk	spring swing song rang stung	word there they are have

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 mark two skill words from the word bank.	2. Choose five words from the word bank, and write them in abc order.	3. Spell and mark two skill words from the word bank.
4. Write and mark two words from the word bank that you might find in a story that takes place in a school.	5. Spell and mark three skill words from the word bank.	6. Write a sentence using one MCW and one skill word from the word bank.
7. Spell and mark two skill words from the word bank.	8. Choose one skill word from the word bank. Write the word, and then draw a picture to illustrate the meaning of the word.	9. Spell and mark two skill words from the word bank.

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

Review Activities Lesson Week 3

Building Words Review Activity for Spelling Lesson Week 3 Special Vowel Combinations

A	O	U	I	G	H	K	L
L	N	R	S	T	W		

l k h g i u o a

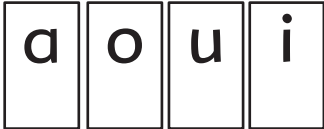
w t s r n l

Review Activities Lesson Week 3

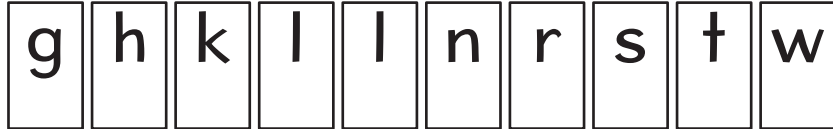
Building Words Review Activity for Spelling Lesson Week 3 Special Vowel Combinations

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

Vowels



Consonants



Skill Review

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

Building Words

Let's start by spelling words with the Special Vowel Combination *-LL*, using the Sounds Cards.

1. Use three letters to spell the word **all**. Did you read *all* of these books?
2. Add a consonant to the beginning of *all* to spell the word **wall**. He painted the *wall* blue.
3. Use three letters to spell the word **ill**. Are you feeling *ill*?
4. Add a Blend to the beginning of *ill* to spell the word **skill**. I would like to improve my sewing *skill*.

Now let's spell words with the Special Vowel Combination *-NK*.

5. Use five letters to spell the word **trunk**. The elephant swung its *trunk*.
6. Use four letters to spell the word **honk**. The driver will *honk* the horn when she arrives.
7. Spell the word **tank**. The **tank** of water is too heavy to lift.

Now let's spell words with the Special Vowel Combination *-NG*.

8. Use four letters to spell the word **ring**. The school bell is about to *ring*.
9. Use four letters to spell the word **hung**. We *hung* our coats in the closet.
10. Use six letters to spell the word **strong**. You are *strong* enough to lift the box.

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 rhyming poems using words with Special Vowel Combinations.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 3. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 3
Cloze Passage

Name _____ Date _____

Hank had a job. His job was to _____. To prep, he would _____
one time. Then, he would _____ a _____, hum a _____, and
sit _____ on a box. He had _____ props and drums in a _____.
He said, "I like to _____ on the drums!"



Reading Horizons Discovery® Spelling Lesson Week 3
Cloze Passage
Special Vowel Combinations

bang

bell

blink

ring

sing

small

song

still

trunk

Spelling Lesson Week 3

Building Words Transfer Card 1

Words:

all	wall	ill	skill	trunk
honk	tank	ring	hung	strong

Sentence:

The ring still hung on the wall.

Name _____

Review words containing
Special Vowel Combinations
-ll, -ng, and -nk.

Lesson 25: Special Vowel Combinations

Find and circle the words that contain Special Vowel Combinations in the word search below. The words can go up↑, down↓, across →, or diagonally ↗↘.

bank fall wing junk long
roll sing stink stroll pill

P	S	I	N	G	T	B
I	T	R	M	I	R	A
L	R	W	O	X	V	N
L	O	S	T	I	N	K
O	L	E	L	Q	K	B
N	L	L	W	I	N	G
G	A	J	U	N	K	C
F	X	Z	R	O	L	L

Reading Horizons Discovery® Spelling Lesson Week 3

Sort and Spell 1

Special Vowel Combinations

Sort by Special Vowel Combinations -LL, -NG, and -NK		
-LL	-NG	-NK

Word Bank

tall	still	bell
fall	trunk	will
bunk	honk	song
wink	blink	ball
sink	ring	sing
bull	spring	hang
tank	sank	

Page intentionally left blank.

Name _____ Date _____

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

1. You can _____, but can you _____?

2. Jill likes _____, but her mom likes _____.

3. His bat and _____ are _____ in the _____.

4. Your mug _____ when you put it in the _____.

5. The _____ _____ _____ when class is out.

6. Did you _____ up your hat?

7. _____ if there is gas in the _____.

8. That is a _____, not an ox.

9. I have the top _____ bed.

10. Is the _____ man about to _____ a _____?

Name _____ Date _____

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

1. How many words from the Word Sort contain Blends?

2. Write two words that are not in the Word Sort and rhyme with *still*. _____

3. Write two words that are not in the Word Sort and rhyme with *blink*. _____

4. Write two words that are not in the Word Sort and rhyme with *spring*. _____

5. What is the only Special Vowel Combination that includes the letter *e*? _____