



3rd Grade Packet

Spelling with *-SS*, *-CE*, or *-SE*

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 36: Spelling with -SS, -CE, or -SE

Spelling Skill: When a word ends in /s/, the sound may be spelled three different ways. -SS is used to spell single-syllable, short vowel words (e.g., *miss*, *dress*), while -ce is used to spell single-syllable, long vowel words (e.g., *brace*, *spice*). -CE can also be used in words with a short vowel if another consonant sound comes before the /s/ (e.g., *sentence*, *dance*, *fence*). Both -ce and -se can be used to spell /s/ at the end of a word following adjacent vowels, Murmur Diphthongs, or Special Vowel Sounds (e.g., *peace/grease*; *force/horse*; *choice/house*). The -se ending usually represents the voiced sound of s, or /z/ (e.g., *please*, *exercise*, *phrase*).

| Example Word | <u>Word Bank</u> | | | |
|--|--|--|--|---|
| | Skill Words | | | Most Common Words |
|   | gloss slice cease price practice | please class device prance noise | dress nurse base brace glass | one only through thought once |

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. Include as many words from the word bank in one sentence as you can. | 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. Spell and prove two skill words from the word bank that rhyme. |
| 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 36

Building Words
Review Activity for Spelling Lesson Week 36
Spelling with -SS, -CE, or -SE

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A | E | E | U | I | C | G | L |
| P | N | R | R | S | S | | |

l g c i n e e a

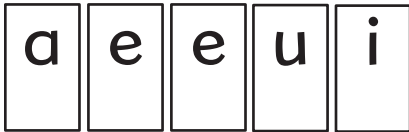
s s r r n p

Review Activities Lesson Week 36

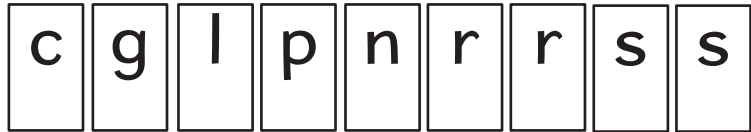
Building Words Review Activity for Spelling Lesson Week 36 Spelling with -SS, -CE, or -SE

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 36.

Building Words

Let's practice spelling words that end in the /s/ sound. We'll begin with words that use the s-s ending.

1. Spell the word **class**. There are thirty students in our *class*.
2. Change the word *class* to spell **glass**. The decoration is made of *glass*.
3. Say the word **less**. We have *less* time to play today.

Next we'll practice words that use the c-e ending.

4. Spell the word **pace**. They walked at a quick *pace*.
5. Change the word *pace* to spell **peace**. There was *peace* between my cat and dog.
6. Use five letters to spell the word **spruce**. The bird flew to the *spruce* tree.

Now let's practice words that use the s-e ending. Remember, sometimes the s-e ending makes the /z/ sound.

7. Spell the word **nurse**. The *nurse* works at the hospital.
8. Spell the word **cause**. They want to discover the *cause* of the problem.
9. Spell the word **please**. It is polite to say *please* and thank you.
10. Say the word **surprise**. Spell the first syllable. Spell /ser/. Spell the second syllable. Spell /prīz/. Put the syllables together to spell *surprise*. The party will be a *surprise*.

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 think of and spell words that rhyme with the words in the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 36. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 36
Cloze Passage

Name _____ Date _____

Summer is my favorite season. There is no _____, so my friends and I can do what we _____. We can _____ each other _____ the green _____. We can _____ our _____ moves. We can even _____ one another through every _____ in the _____. Summer is a fun time of year.



Reading Horizons Discovery® Spelling Lesson Week 36
Cloze Passage
Spelling with -SS, -CE, or -SE

across chase class dance

grass house please

practice race space

Spelling Lesson Week 36

Building Words Transfer Card 1

Words:

class glass less pace peace
spruce nurse cause please surprise

Sentence:

Will you please attend the surprise party for my class?

Name _____

There are several different spellings for /s/ at the end of a word.

Lesson 100: Spelling with -SS, -CE, or -SE

Prove and read the words under each section. The first word in each section has been done for you. One-syllable, short vowel words ending in the /s/ sound usually end in -ss.

 dress grass class miss fuss

One-syllable, long vowel words ending in the /s/ sound usually end in -ce.

 grace lice truce rice face

Most one-syllable, short vowel words with a consonant preceding the /s/ sound at the end usually end in -ce.

 France glance since fence prince

Some one-syllable words containing adjacent vowels, Murmur Diphthongs, and Special Vowel Sounds can end in -se (geese) or -ce (peace).

 choice horse ounce piece mouse

Most words with the -se spelling have the /z/ sound.

 cheese surprise compose

Reading Horizons Discovery® Spelling Lesson Week 36

Sort and Spell 1

Spelling with **-SS**, **-CE**, or **-SE**

| Sort by Vowel Sound | | |
|----------------------------|---------------------------|---------------------------|
| Long Vowel Sounds | Short Vowel Sounds | Other Vowel Sounds |
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| | | |
| | | |
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Word Bank

| | |
|--------|--------|
| horse | use |
| verse | nurse |
| mouse | voice |
| choice | prance |
| rose | dance |
| pass | cross |
| nice | miss |
| fleece | place |
| chase | fence |

Page intentionally left blank.

Name _____ Date _____

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

1. It was very _____ of you to give that pink _____ to your mom.

2. The colt will run fast, but the big _____ will gently _____ around.

3. The helpful _____ at the hospital can bring you a _____ blanket.

4. When you read the next _____ of the poem, speak with a loud _____.

5. We will _____ by a chain link _____ before we reach my house.

6. The pirate drew a _____ on the _____ where the jewels are hidden.

7. She had to make a _____ between which books to read.

8. Can I _____ the computer after you finish your work?

9. The cat will _____ the little _____ out of the house.

10. If he does not finish soon, he will _____ the start of the school _____.

Reading Horizons Discovery® Spelling Lesson Week 36

Sort and Spell 2

Spelling with **-SS**, **-CE**, or **-SE**

| Sort by Sounds of -SE | |
|------------------------------|-----|
| /s/ | /z/ |
| | |
| | |
| | |
| | |
| | |

Word Bank

| | | |
|----------|---------|---------|
| horse | ease | purse |
| pause | reverse | rinse |
| nonsense | pulse | compose |
| surprise | phrase | noise |
| please | worse | else |
| rise | | |

Page intentionally left blank.

Name _____ Date _____

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

1. The cowgirl could not get the old, gray _____ to _____ and head back to the ranch.

2. To make things _____, the loud _____ woke up the baby.

3. Could you _____ hand me my _____ so that I can get my wallet?

4. The sun will _____ at six o'clock in the morning.

5. The _____ caused my _____ rate to increase.

6. That is complete _____ and not at all true!

7. Can you _____ the video while I get us some snacks?

8. Who _____ wants to go to the park with us?

9. He plans to _____ a letter to his penpal, and he wants to begin with a good _____.

10. With this handy garden hose, you can _____ off your car with _____.

Name _____ Date _____

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

1. Which word rhymes with *toys*? _____

2. Which word means *to write*? _____

3. How many words have a Blend? _____

4. How many words have two syllables? _____

5. When *-se* makes the /s/ sound, what letters often come before *-se*? _____