



## 2<sup>nd</sup> 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) LESSON WEEK 27: Spelling Three-Syllable Words

**Spelling Skill:** The process for spelling words with three syllables is:

**Step 1:** Pronounce the word syllable by syllable using the skills you have learned. **Step 2:** Spell the first syllable. **Step 3:** Spell the second syllable. **Step 4:** Spell the last syllable. **Step 5:** Check the word to see if it looks like it sounds. If you are still uncertain about any part of the word, prove the word to double-check the pronunciation, or consult a dictionary or an adult to confirm the spelling.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	ambulance hibernate argument passenger envelope	potato vitamin understand important committee cucumber absolute volcano head own few thought every

### 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 a sentence using at least two skill words and one MCW from the word bank.	3. Spell and prove two skill words from the word bank.
4. Spell and prove a word from the word bank that has a schwa. Then highlight the letter(s) pronounced with a schwa. Remember to pronounce it the way that it looks to help you remember the correct spelling.	5. Spell and prove three skill words from the word bank.	6. Choose a science word from the word bank. Then write a sentence using the word.
7. Spell and prove two skill words from the word bank.	8. Spell and prove a word from the word bank, and 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 27

Building Words  
Review Activity for Spelling Lesson Week 27  
Spelling Three-Syllable Words

<b>A</b>	<b>E</b>	<b>O</b>	<b>O</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>H</b>
<b>N</b>	<b>R</b>	<b>T</b>					

**h d c b o o e a**

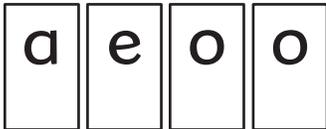
**f r n**

# Review Activities Lesson Week 27

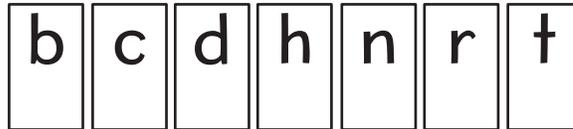
## Building Words Review Activity for Spelling Lesson Week 27 Spelling Three-Syllable Words

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 27.

### Building Words

Let's practice spelling words with more than one syllable. We'll spell them syllable by syllable. Look for the Five Phonetic Skills and Murmur Diphthongs. Remember that each syllable will have a working vowel.

1. Say the word **October**. Pronounce each syllable /**ŏk**/ • /**tŏ**/ • /**ber**/ . How many syllables does this word have? (3) Correct. Spell the first syllable in the word; spell /**ŏk**/ . In this syllable, the /k/ sound is spelled with a c. Now spell the second syllable spell /**tŏ**/ . Spell the final syllable in the word; spell /**ber**/ . Put all the syllables together to spell the word *October*. *October* is a proper noun, so make sure to capitalize the O. I was born in *October*.
2. Say the word **another**. Pronounce each syllable. /**ŭ**/ • /**nŭ**/ • /**ther**/ . How many syllables does this word have? (3) Correct. This word has the schwa sound in the first and second syllables. When you spell this word THINK /**ā**/ • /**nō**/ • /**ther**/ , but SAY /**ŭ**/ • /**nŭ**/ • /**ther**/ . Spell the first syllable; spell /**ŭ**/ . Now spell the second syllable in the word; spell /**nŭ**/ . Spell the final syllable in the word; spell /**ther**/ . Put all the syllables together to spell the word *another*. May I get *another* crayon?
3. Say the word **tornado**. Pronounce each syllable /**tor**/ • /**nā**/ • /**dō**/ . How many syllables does this word have? (3) Spell the first syllable in the word *tornado*; spell /**tor**/ . What do you notice about the vowel sound? (It's a Murmur Diphthong.) Correct. Now spell the second syllable in the word; spell /**nā**/ . Which Phonetic Skill does the second syllable follow? (Phonetic Skill 3) Correct. Spell the final syllable in the word *tornado*; spell /**dō**/ . Which Phonetic Skill does the final syllable follow? (Phonetic Skill 3) Correct. Put all the syllables together to spell the word *tornado*. A *tornado* is a spinning column of air.

### Beat the Clock

Ask students to use the sound 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 and available time). As an alternative, have students write as many words as they can using the letters in this lesson.

### Bonus Activity

Have students write a sentence using at least one word from the lesson.

### Transfer

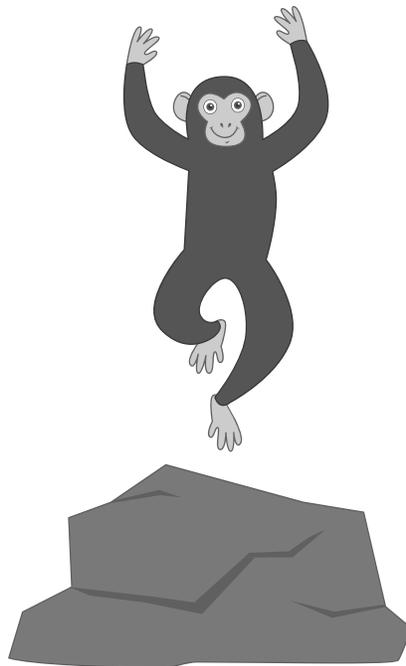
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 27. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 27**  
**Cloze Passage**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Chimpanzees**

Chimpanzees are smart animals. They can learn to play \_\_\_\_\_ games. Most chimpanzees live in \_\_\_\_\_. They are \_\_\_\_\_, which means that they eat many \_\_\_\_\_ things like fruits, nuts, plants, and meat. Sadly, the number of chimpanzees in the rainforest is \_\_\_\_\_ because forests are being cut down. It is \_\_\_\_\_ to prevent \_\_\_\_\_ from becoming extinct.



**Reading Horizons Discovery® Spelling Lesson Week 27**  
**Cloze Passage**  
**Spelling Three-Syllable Words Word Bank**

omnivores

different

decreasing

computer

rainforests

important

chimpanzees

# **Spelling Lesson Week 27**

## **Building Words Transfer Card**

### **Spelling Multi-Syllabic Words**

Words:

October    another    tornado

Sentence:

There was another tornado 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 27  
Sort and Spell 1

<b>Words with 1, 2, and 3 Syllables</b>		
<b>Words with 1 Syllable</b>	<b>Words with 2 Syllables</b>	<b>Words with 3 Syllables</b>

Word Bank

ambulance	argument
blue	consonant
contemplate	decay
December	harmony
photograph	scrape
sunshine	table
trumpet	wait

Page intentionally left blank.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. The letter *t* is a \_\_\_\_\_.

2. It is important that the siren on the \_\_\_\_\_ works.

3. He plays the \_\_\_\_\_, the flute, and the drums.

4. The wedding is in \_\_\_\_\_.

5. He does his homework at the kitchen \_\_\_\_\_.

6. She framed the \_\_\_\_\_ and hung it on the wall.

7. While reading, I like to \_\_\_\_\_ what will happen next.

8. We can play a game while we \_\_\_\_\_ in line for lunch.

*Reading Horizons Discovery*® Spelling Lesson Week 27  
Sort and Spell 2

<b>Words Sorted by the Vowel Sound of the Last Syllable</b>			
<b>Last Syllable with a Long Vowel Sound</b>	<b>Last Syllable with a Short Vowel Sound</b>	<b>Last Syllable with a Schwa Sound</b>	<b>Last Syllable with a Murmur Diphthong Sound</b>

Word Bank

agenda	chimpanzee
cryptogram	cucumber
department	example
important	introduce
numeral	potato
remember	smorgasbord
tornado	understand
vitamin	

Page intentionally left blank.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. Most fruits contain a lot of \_\_\_\_\_ C.

2. Let me \_\_\_\_\_ you to my brother.

3. Do you know how to bake a \_\_\_\_\_?

4. He sliced a \_\_\_\_\_ and put it on his sandwich.

5. I \_\_\_\_\_ French, but I can't speak it well.

6. It is \_\_\_\_\_ that you read the email that I sent you.

7. \_\_\_\_\_ to do your homework tonight.

8. The life span of a \_\_\_\_\_ is 40 to 50 years.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. What is the most common vowel sound in the last syllable of the words listed in this sort? \_\_\_\_\_

2. What do all of the words in this sort have in common? \_\_\_\_\_

3. Look at the words that end in a short vowel sound. Which two phonetic skills are used to spell the last syllable in these words? \_\_\_\_\_