



# 3<sup>rd</sup> Grade Packet

Digraph Blends

Adding Suffixes To Phonetic Skill 5

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 B) Spelling LESSON WEEK 12: Digraph Blends and Adding Suffixes to Phonetic Skill 5

**Spelling Skill:** Spellings for Digraph Blends are *shr*, *thr*, *phr*, and *phl* (which make the same sound as *fr* and *fl* blends respectively) and *chl*, *chr*, and *sch* (which make the same sound as *cl*, *cr*, and *sc* or *sk* Blends). To add suffixes to Phonetic Skill 5 words, just add the suffix. When adding suffixes to Phonetic Skill 5 words that end with silent *e*, drop the silent *e*, and then add the suffix (e.g., *leave*).

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	+throb    +clean    shred thrice    +tie      phlox +float    throne    shrimp eat        shrub     shrill throat    +dream   +clear	write any before boy they

The plus sign (+) appears in front of words that can have a suffix added. When practicing spelling words with suffixes, first prove the base word then rewrite the word with the suffix and underline the suffix.

### 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.

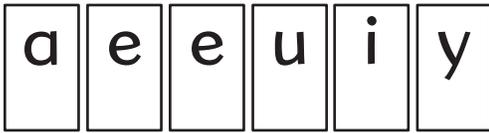
1. Spell and prove two skill words from the word bank.	2. Add the suffix <i>-ing</i> to one skill word from the word bank that follows Phonetic Skill 5.	3. Spell and prove two skill words from the word bank.
4. Choose one skill word from the word bank. Write the word, and then draw a picture to illustrate the meaning of the word.	5. Spell and prove three skill words from the word bank.	6. Write a skill word from the word bank that has a Digraph Blend. Then highlight the Digraph Blend.
7. Spell and prove two skill words from the word bank.	8. Add the suffix <i>-ed</i> to one skill word from the word bank that follows Phonetic Skill 5.	9. Spell and prove two skill words from the word bank.

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

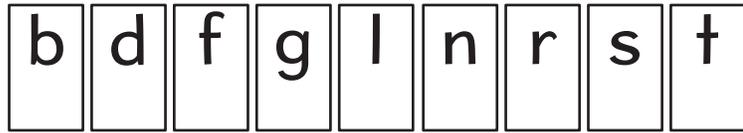
## Building Words Review Activity for Spelling Lesson Week 12 Part 3 of 3, Adding Suffixes to Phonetic Skill 5

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 12.

### Building Words

Let's practice adding suffixes to words that follow Phonetic Skill 5.

1. Spell the word **rain**. Does this word end in a vowel or a consonant? (a consonant) Correct. Add the suffix **-d** to spell the word **rained**. It **rained** last night.
2. Spell the word **beat**. Does this word end in a vowel or a consonant? (a consonant) Correct. Add the suffix **-ing** to spell the word **beating**. We are **beating** on the drums.

Now let's practice words that end in a vowel. If a word follows Phonetic Skill 5 and ends in silent *e*, we drop the silent *e* before we add the suffix, just as we do with words that follow Phonetic Skill 4.

3. Spell the word **blue**. Does this word end in a vowel or a consonant? (a vowel) What is the last vowel in the word? (the letter *e*) Correct. What do we need to do before we add the suffix? (drop the silent *e*) Correct. Add the suffix **-r** to spell the word **bluer**. This paint is **bluer** than the other paint.
4. Spell the word **free**. Does this word end in a vowel or a consonant? (a vowel) What is the last vowel in the word? (the letter *e*) Correct. What do we need to do before we add the suffix? (drop the silent *e*) Correct. Add the suffix **-d** to spell the word **freed**. She **freed** the dog from the leash.
5. Spell the word **stay**. Does this word end in a vowel or a consonant? (a vowel) What is the last vowel in the word? (the letter *y*) Correct. So we just add the suffix to the end of the word. Add the suffix **-ing** to spell the word **staying**. We are **staying** inside until the rain stops.

Finally, let's add suffixes to words that end in *-ie*.

6. Spell the word **tie**. Does this word end in a vowel or a consonant? (a vowel) What is the last vowel in the word? (the letter *e*) Correct. What do we need to do before we add the suffix? (drop the silent *e*) Correct. Add the suffix **-d** to spell the word **tied**. He **tied** his jacket around his waist.
7. Spell the word **tie** again. This time, we will add the suffix **-ing**. When adding **-ing** to a word that ends in *-ie*, we remove the *-ie*, add the letter *y*, and then add the suffix **-ing**. Change the word **tie** to **tying**. She is **tying** a knot in the rope.
8. Let's try another one. Spell the word **lie**. Now add the suffix **-d** to spell the word **lied**. Remember to drop the silent *e* before you add the suffix. She was certain that no one had **lied**.
9. Spell **lie** again. This time, add the suffix **-ing** to spell the word **lying**. Remember to drop the *-ie* and add the letter *y* before you add the suffix. He picked up the toy that was **lying** on the floor.

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# Review Activities Lesson Week 12

(continued from previous page)

10. Spell **die**. Add the suffix **-ing** to spell the word **dying**. Did you remember to drop the *i-e* and add the letter *y* before adding the suffix? The plant is **dying** from too little water.

## **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 choose one root word from the lesson. Then ask them to write three different sentences using variations of the root word. Students could use the root word in the first sentence, the root word with the suffix *-er* in the second sentence, and the root word with the suffix *-est* in the third sentence.

## **Transfer**

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 12 Part 3. Check for accuracy and automaticity.

# Review Activities Lesson Week 12

## Building Words

Review Activity for Spelling Lesson Week 12  
Part 3 of 3, Adding Suffixes to Phonetic Skill 5

<b>A</b>	<b>E</b>	<b>E</b>	<b>U</b>	<b>I</b>	<b>Y</b>	<b>B</b>	<b>D</b>
<b>F</b>	<b>G</b>	<b>L</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>T</b>	

d b y i u e e a

t s r n l g f

**Reading Horizons Discovery® Spelling Lesson Week 12**  
**Cloze Passage**

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

To make tea, you must have a \_\_\_\_\_. First, grab the \_\_\_\_\_ pot. Put the water on the stove. When the water is \_\_\_\_\_, add the tea bags. If the bags are \_\_\_\_\_, push them back into the water. The tea bags will \_\_\_\_\_ when you pull them from the water. Your hand will \_\_\_\_\_ if you put it in the water. If you like the tea to be \_\_\_\_\_, you can mix it with juice. I hope you smile as you feel the hot tea go down your \_\_\_\_\_. When you want more tea, you can \_\_\_\_\_ it or drink it cold.



**Reading Horizons Discovery® Spelling Lesson Week 12**  
**Cloze Passage**  
**Digraph Blends and Adding Suffixes to Phonetic Skill 5**

cleanest

floating

heated

reheat

scheme

shrink

sweeter

throat

throb

# Spelling Lesson Week 12

## Building Words Transfer Card 3 of 3

Words:

rained	beating	bluer	freed	staying
tied	tying	lied	lying	dying

Sentence:

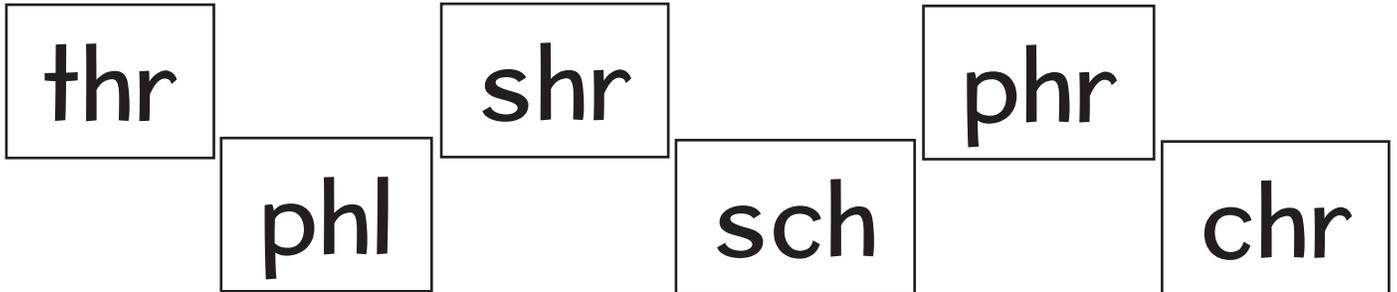
The bluer plant is dying since it has not rained all week.

Name \_\_\_\_\_

This exercise provides practice identifying Digraph Blends.

### Lesson 53: Digraph Blends

Color each of these Blend boxes a different color.



Prove and read each word below. Then underline it with the color used above for that Digraph Blend. The first three words have been proved for you.

thrōat

shred\*

phrase<sup>f z</sup>

phlox

throne

scheme

shrug

thrust

three

shrimp

chrome

shrine

thrash

shrub

Name \_\_\_\_\_

To add a suffix to words containing adjacent vowels (Phonetic Skill 5 words), simply add *-ing*.

### Lesson 55: Adding Suffixes to Phonetic Skill 5

Prove and read the words below. Write each word two times, adding *-ing*. Underline each suffix. The first word has been done for you.

rā|n  
x\*

raining    raining

leap

speak

paint

sail

dream

scream

sweep

*Reading Horizons Discovery*® Spelling Lesson Week 12

Sort and Spell 1

Digraph Blends

<b>Sort by Digraph Blend</b>			
<b>SHR</b>	<b>THR</b>	<b>CHR/SCH</b>	<b>PHR/PHL</b>

Word Bank

scheme	shrill	phrase
shred	three	shrimp
thrill	shrub	throne
phlox	shrink	throb
shrug	throat	throng
shrank	thrust	thrive
thrift	chrome	

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

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

1. I ran with the \_\_\_\_\_ of racers, and my feet started to \_\_\_\_\_.

2. Did you see that fake \_\_\_\_\_ at the \_\_\_\_\_ store?

3. Write a kind \_\_\_\_\_ about your best friend.

4. When my mom asked me if I had a pain in my \_\_\_\_\_, all I could do was \_\_\_\_\_.

5. I feel a \_\_\_\_\_ when I see the nice \_\_\_\_\_ rims on my new bike.

6. She \_\_\_\_\_ from the \_\_\_\_\_ peal of the bells on the passing fire truck.

7. Will you \_\_\_\_\_ some cheese for the meal?

8. We came up with a \_\_\_\_\_ to \_\_\_\_\_ the stain.

9. Pink \_\_\_\_\_ in that part of the sea.

10. There were \_\_\_\_\_ trees and a big \_\_\_\_\_ on the hill.

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

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

1. Which two words from the sort rhyme?

\_\_\_\_\_, \_\_\_\_\_

2. Which word ends with adjacent vowels? \_\_\_\_\_

3. Which words end in Special Vowel Combinations?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. Which two words have adjacent vowels?

\_\_\_\_\_, \_\_\_\_\_

5. Which words follow Phonetic Skill 4?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Word Bank

dreaming	mailing	bluest
aimed	roaming	greener
sweetest	cleaned	sleeping
deeper	fainted	plainest
trained	groaning	cheaper
stained	painting	weaker
coasted	waiting	

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*Reading Horizons Discovery*® Spelling Lesson Week 12

Sort and Spell 2

Phonetic Skill 5 Words with Suffixes

<b>Sort Phonetic Skill 5 Words with Suffixes by Parts of Speech</b>		
<b>Past Tense Verbs</b>	<b>Present Tense Verbs</b>	<b>Comparative Adjectives</b>

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

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

1. We \_\_\_\_\_ and \_\_\_\_\_ the old deck out back.

2. She asked if the cat had \_\_\_\_\_ but it was just \_\_\_\_\_.

3. The grass on this side of the fence is \_\_\_\_\_ than the grass on that side of the fence.

4. This shop is \_\_\_\_\_ than the others, and it has the \_\_\_\_\_ treats.

5. I am \_\_\_\_\_ my walls the \_\_\_\_\_ shade they had at the store.

6. She \_\_\_\_\_ her bike down the hill and \_\_\_\_\_ home.

7. Were you \_\_\_\_\_? You were \_\_\_\_\_ in your sleep.

8. I like the \_\_\_\_\_ kinds of ice cream.

9. Lynn \_\_\_\_\_ her dog to stop \_\_\_\_\_ off the trail.

10. Are you \_\_\_\_\_ for me, or are you \_\_\_\_\_ that note today?

11. This lake is much \_\_\_\_\_ than it looks.

12. My right hand is \_\_\_\_\_ than my left hand because I don't write with it.

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

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

1. Do you have to double the consonant before adding suffixes to Phonetic Skill 5 words? \_\_\_\_\_

2. What part of speech would the root word *stain* be after adding the suffix *-ing*? \_\_\_\_\_

3. Which Phonetic Skill 5 word from the sort begins with adjacent vowels? \_\_\_\_\_

4. Which Phonetic Skill 5 word from the sort begins with a Digraph? \_\_\_\_\_

5. How many words in the sort begin with a Blend?  
\_\_\_\_\_

