



3rd Grade Packet

Sounds of *GH*, *IGH*, and *IGHT*

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 13: Sounds of *GH*, *IGH*, and *IGHT*

Spelling Skill: *IGH* is used to represent the long *i* sound (e.g., *night*). *IGH* (also called the “three letter *i*”) is the most common spelling pattern for *gh* words. *GH* is used at the beginning of a few words to spell the /g/ sound (e.g., *ghost*).

Example Words	<u>Word Bank</u> Skill Words	Most Common Words
	slight bright tight nigh thigh	might plight high sigh blight flight right fight ghost light cough thought enough laugh through

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 two words from the word bank that rhyme with the word <i>night</i> .	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 three skill words from the word bank that contain a Blend, and highlight the Blend in each word.
7. Spell and prove two skill words from the word bank.	8. Write a sentence using one MCW and one skill word from the word bank.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 13

Building Words
Review Activity for Spelling Lesson Week 13
Sound of GH, IGH, and IGH

A	E	O	U	I	B	F	G
H	H	L	N	R	S	T	

g f b i n o e a

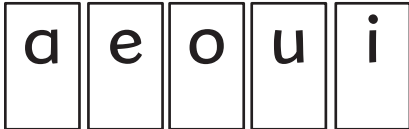
t s r n l h h

Review Activities Lesson Week 13

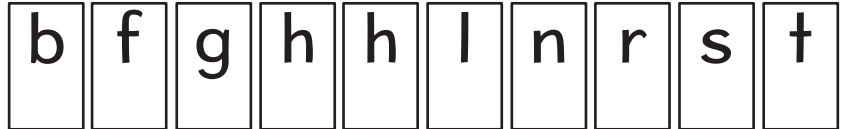
Building Words Review Activity for Spelling Lesson Week 13 Sound of *GH*, *IGH*, and *IGHT*

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 13.

Building Words

Let's practice spelling words with the sounds of *g-h*, *i-g-h*, and *i-g-h-t*.

1. Use five letters to spell the word **ghost**. What sound does *g-h* at the beginning of a word make? (/g/) Correct. He read a book about *ghost* stories.
2. Spell the word **high**. What sound does *g-h* make in this word? (silent) Correct. The vase is on a *high* shelf.
3. Use a Digraph to change *high* to **thigh**. Again, what sound does *g-h* make in this word? (silent) Correct. I hurt my *thigh* when I bumped the table.
4. Change the word *thigh* to spell **sigh**. He let out a *sigh* when he finished the project.
5. Add a letter to change the word *sigh* to the word **sight**. Your garden is a beautiful *sight*.
6. Add another letter to change the word *sight* to the word **slight**. The frog jumped at the *slight* movement of my hand.
7. Remove a letter to change the word *slight* to the word **light**. Will you turn on the *light*?
8. Change the word *light* to spell **night**. Their father works at *night*.
9. Use a Blend to change the word *night* to the word **fright**. The sound of the slamming door gave the class a *fright*.
10. Change the word *fright* to spell **bright**. The colors in the painting are very *bright*.

Now let's spell words that end with *g-h* and make the sound /f/.

11. Spell the word **laugh**. What sound does *g-h* make? (/f/) Correct. The joke made us *laugh*.
12. Spell the word **enough**. What sound does *g-h* make? (/f/) Correct. Did you practice *enough* today?

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 sentences using words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 13. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 13
Cloze Passage

Name _____ Date _____

“What a _____ I watched last _____!” said Lin. “It gave me quite a _____.”

“Did you see a _____?” asked Fran. “Or was it a ship from space?”

“It _____ have been from space. It was a _____ white _____ in the dark,” said Lin. “It floated over me and then rose in _____, speeding _____ up to the stars.”

“I wish I could have seen it,” Fran said with a _____.



Reading Horizons Discovery® Spelling Lesson Week 13
Cloze Passage
Sounds of GH, IGH, & IGHT

bright flight fright ghost

high light might

night sigh sight

Spelling Lesson Week 13

Building Words Transfer Card 1

Words:

ghost	high	thigh	sigh
sight	slight	light	night
fright	bright	laugh	enough

Sentence:

Reach up high to the bright light.

Name _____

This exercise provides practice identifying the sounds of *gh* in words.

Lesson 57: Sounds of *GH*, *IGH*, and *IGHT*

When *gh* comes at the beginning of a word, it has the sound /g/, as in *gh_ost*.

When *gh* comes at the end of a word, it sometimes has the sound /f/, as in *laugh_f*.

In most words, *gh* is silent. When *i* comes before *gh*, the *i* has the long sound, as in *sigh_i* and *sight_i*.

Prove and read the *gh* words below.

bright sigh

flight ghost

light night

Circle the *gh* words in the road signs below.



Reading Horizons Discovery® Spelling Lesson Week 13

Sort and Spell 2

Sounds of *GH*, *IGH*, & *IGHT*

Sort by Sounds of GH		
GH as /f/	GH as /g/	GH is silent

Word Bank

laugh	ghost	tough
might	sigh	cough
high	fright	bright
enough	thigh	flight
light	rough	

Page intentionally left blank.

Name _____ Date _____

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

1. There _____ not be _____ space for all of us on one bus.

2. The _____ near my bed is too _____.

3. It was _____ not to _____ at the joke.

4. Mom tells me to _____ into my sleeve when I'm sick.

5. I jumped over the _____ pole at the track meet, but my _____ tapped the pole.

6. She will write a tale about a nice _____.

7. The big, bad wolf gave a huff, a puff, and then a _____ when the home did not fall down.

8. The _____ air on the _____ gave me a little bit of a _____.

Name _____ Date _____

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

1. Which three words ending with the /f/ sound rhyme?

_____, _____, _____

2. Is the vowel sound long or short in the words where *gh* is silent? _____

3. How many different sounds does *gh* make? _____

4. How many of the silent *gh* words end with a *t*? _____

5. Which sound of *gh* column has the fewest words? _____