



3rd Grade Packet

Decoding Skill 1

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 15: Decoding Skill 1

Spelling Skill: This spelling lesson will consist of spelling two-syllable words that follow Decoding Skill 1. Decoding Skill 1: When there is a word with more than one syllable and just one guardian consonant following the first vowel, the consonant will move on to be with the vowel in the next syllable. In addition to syllables, words can also be separated into meaningful word parts called *morphemes*. Prefixes, suffixes, and roots are morphemes. Breaking words up into morphemes can aid in spelling and reading comprehension.

Example Words	<u>Word Bank</u> Skill Words	Most Common Words
	female protect +quest basis unit	minus motel vacate +use digest +fine equate python student +tail
		large because turn does another

The plus sign (+) is seen in front of words that can have a prefix or suffix added to them to make a new word. When practicing spelling words with affixes, first prove the root word then rewrite the word with the affix and underline the affix.

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. Spell and prove two skill words from the word bank in which the last syllable follows Phonetic Skill 4.	3. Spell and prove two skill words from the word bank.
4. Spell and prove a skill word from the word bank that would make sense with the suffix <i>-ed</i> . Rewrite the word adding the suffix.	5. Spell and prove three skill words from the word bank.	6. Spell and prove a word from the word bank that would make sense with the prefix <i>de-</i> . Rewrite the word adding the prefix.
7. Spell and prove two skill words from the word bank.	8. Write a math word from the word bank. Then write an equation 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 15

Building Words Review Activity for Spelling Lesson Week 15 Decoding Skill 1

A	E	O	O	B	C	L
M	N	P	R	S	T	V

l c b o o e e a
b e e a

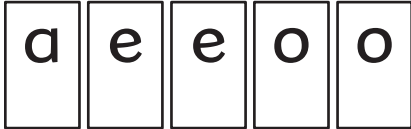
v t s r p n m
w u d p n m

Review Activities Lesson Week 15

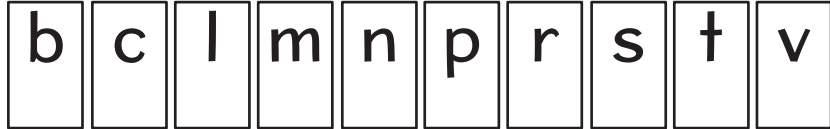
Building Words Review Activity for Spelling Lesson Week 15 Decoding Skill 1

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 15.

Building Words

Let's practice spelling two-syllable words that follow Decoding Skill 1. When spelling words with more than one syllable, use the patterns of the Five Phonetic Skills as you spell each syllable.

Let's begin by spelling each word syllable by syllable. Remember, each syllable has a working vowel.

1. Spell the first syllable in the word **open**. Spell /**ō**/. Which phonetic skill does the first syllable follow? (Phonetic Skill 3) Correct. Now spell the second syllable in the word. Spell /**pĕn**/. Which phonetic skill does the second syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell *open*. Let's *open* this box.
2. Spell the first syllable in the word **prevent**. Spell /**prĕ**/. Which phonetic skill does the first syllable follow? (Phonetic Skill 3) Correct. Now spell the second syllable in the word. Spell /**vĕnt**/. Which phonetic skill does the second syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell *prevent*. The rules help *prevent* accidents.
3. Spell the first syllable in the word **solo**. Spell /**sō**/. Which phonetic skill does the first syllable follow? (Phonetic Skill 3) Correct. Using two letters, spell the second syllable in the word. Spell /**lō**/. Which phonetic skill does the second syllable follow? (Phonetic Skill 3) Correct. Put the two syllables together to spell *solo*. He sang a *solo* during the concert.
4. Spell the first syllable in the word **became**. Spell /**bĕ**/. Which phonetic skill does the first syllable follow? (Phonetic Skill 3) Correct. Now spell the second syllable in the word. Spell /**kām**/. Which phonetic skill does the second syllable follow? (Phonetic Skill 4) Correct. Put the two syllables together to spell *became*. At the end of the story, the beast *became* a friend.
5. Spell the first syllable in the word **repeat**. Spell /**rĕ**/. Which phonetic skill does the first syllable follow? (Phonetic Skill 3) Correct. Using the adjacent vowel combination *e-a*, spell the second syllable in the word. Spell /**pĕt**/. Which phonetic skill does the second syllable follow? (Phonetic Skill 5) Correct. Put the two syllables together to spell *repeat*. Today we will *repeat* the activities we practiced yesterday.

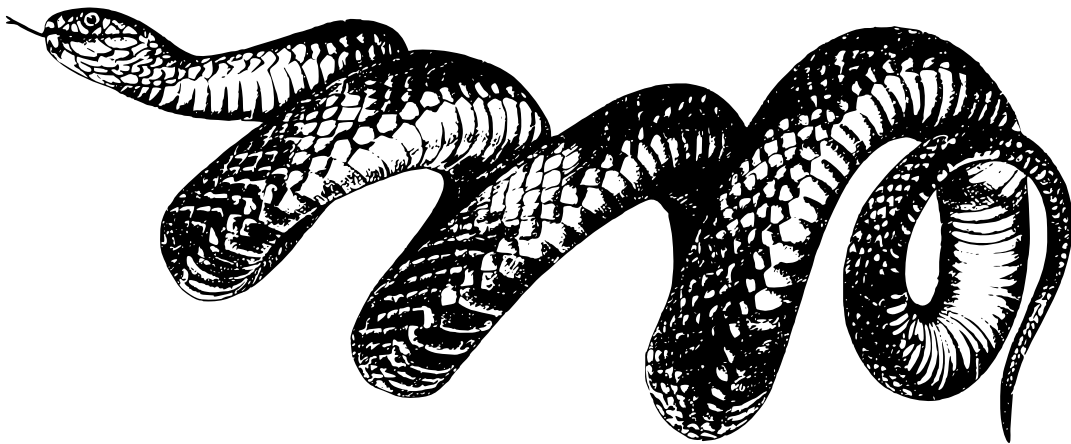
Beat the Clock

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).

Reading Horizons Discovery® Spelling Lesson Week 15
Cloze Passage

Name _____ Date _____

Eli just _____ a _____ in his class to help save the _____ snake species. Each _____ in the class can _____ time or cash to _____ them. Eli will use the funds to _____ male and _____ snakes, and he will help them _____ to safer places. He does not want them to _____ in the wild.



Reading Horizons Discovery® Spelling Lesson Week 15
Cloze Passage
Decoding Skill 1

began decline donate female

locate migrate program

protect python student

Spelling Lesson Week 15

Building Words Transfer Card 1

Words:

open prevent solo became repeat

Sentence:

He will open with a robust solo.

Name _____

Every syllable has a working vowel. Some words have more than one syllable. There are two skills used to break words into syllables. This is Decoding Skill 1.

Lesson 61: Decoding Skill 1

1. Mark under the word.

motel
x x
→

2. Go back to the first vowel.

motel
x x
↖

3. How many guardian consonants follow the vowel *o*? Just one, *t*, so it moves or goes on to the next syllable. Box in the first syllable.

motel
x x
|

4. Will the vowel *o* be long or short? (Long, because it stands alone.) Mark the vowel long.

motel
x x
|

5. Will the vowel in the second syllable be long or short? (Short, because it still has a guardian. We no longer need to mark guardians with a star.) Mark the vowel *e* short.

motel
x x
|

6. Box the final syllable.

motel
x x
|

Prove and read the following words. The first word has been done for you.

nōmad
x x

decide program

robot delay remain

began minus protect

Reading Horizons Discovery® Spelling Lesson Week 15

Sort and Spell 1

Decoding Skill 1, Part 1

Sort by Phonetic Skill Used in Second Syllable	
Phonetic Skill 1	Phonetic Skill 2

Word Bank

hotel	defend	open
predict	relax	depend
secret	recent	begin
respond	minus	student
prefix	rodent	refresh
moment	robot	beyond
unit	request	

Page intentionally left blank.

Name _____ Date _____

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

1. They will stay at the new _____; it has been _____ for a week.

2. I will _____ on my bed and _____ myself with a nap.

3. If you wait a _____, he will _____ to your call.

4. The word *prevent* _____ the _____ makes the word vent.

5. The race will _____, and then we will run _____ the tall trees.

6. The team made a _____ that can play ball and _____ the net.

7. Can you _____ what time she will _____ a ride?

8. In _____ days, he is the only _____ who has cleaned up his desk.

9. You can _____ on her to keep the gift a _____ and tell no one.

10. They will keep track of how long it takes the _____ to get to the end of the maze.

Name _____ Date _____

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

1. Which word is a synonym for *ask*? _____

2. Which word has a Rainbow S in the second syllable?

3. Which word ends in a Digraph? _____

4. How many words have the long *i* vowel sound in the first syllable? _____

5. How many words have the long *o* vowel sound in the first syllable? _____