



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

Decoding Skill 2  
Double Consonants

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 17: Decoding Skill 2 and Double Consonants

**Spelling Skill:** Decoding Skill 2: When there is a word with more than one syllable and there are two consonants between vowels, the consonants will split. Double consonants in a word cause the preceding vowel to be short and are usually used to spell one consonant sound (cc can be used to spell either one or two consonant sounds).

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	absent    children    until hiccup    muffin    kitten puppet    accent    inflate envy    contest    accuse success    jumbo    hummus	other would could little different

### 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 and prove two skill words from the word bank that have double consonants that make two different sounds.	3. Spell and prove two skill words from the word bank.
4. Write two skill words from the word bank in which the last syllable follows Phonetic Skill 2.	5. Spell and prove three skill words from the word bank.	6. Write and prove two skill words from the word bank that have double consonants that make one consonant sound.
7. Spell and prove two skill words from the word bank.	8. Write two skill words from the word bank in which the last syllable follows Phonetic Skill 1.	9. Spell and prove two skill words from the word bank.

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

# Review Activities Lesson Week 17

## Building Words Review Activity for Spelling Lesson Week 17 Part 1 of 3, Decoding Skill 2

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

d b y n i e e a

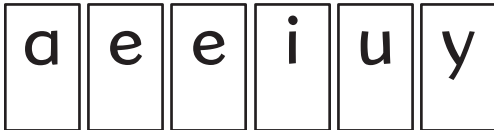
f s r n m g

# Review Activities Lesson Week 17

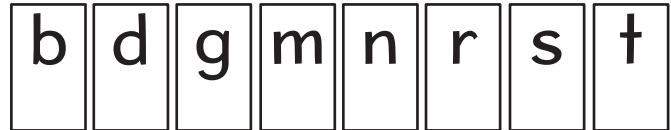
## Building Words Review Activity for Spelling Lesson Week 17 Part 1 of 3, Decoding Skill 2

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 17.

### Building Words

Let's practice spelling two-syllable words that follow Decoding Skill 2. When spelling words with more than one syllable, use patterns of the Five Phonetic Skills as you spell each syllable.

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

- Using two letters, spell the first syllable in the word **admit**. Spell /**ăd**/. Which phonetic skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word. Spell /**mĭt**/. Which phonetic skill does the second syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell *admit*. I *admit* that I made a mistake.
- Spell the first syllable in the word **absent**. Spell /**ăb**/. Which phonetic skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word. Spell /**sĕnt**/. Which phonetic skill does the second syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell *absent*. They were *absent* from the meeting.
- Spell the first syllable in the word **rugby**. Spell /**rŭg**/. Which phonetic skill does the first syllable follow? (Phonetic Skill 1) Correct. Remember what you learned about the Last Job of Y and spell the second syllable in the word. Spell /**bĕ**/. Which phonetic skill does the second syllable follow? (Phonetic Skill 3) Correct. Put the two syllables together to spell *rugby*. They are playing *rugby*.
- Spell the first syllable in the word **debate**. Spell /**dĕ**/. Using Phonetic Skill 4, spell the second syllable in the word. Spell /**bāte**/. Put the two syllables together to spell *debate*. The students will *debate* this topic.
- Spell the first syllable in the word **retain**. Spell /**rĕ**/. Using Phonetic Skill 5, spell the second syllable in the word. Spell /**tāin**/. Put the two syllables together to spell *retain*. She can *retain* information very well.

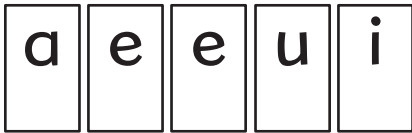
### Beat the Clock

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).

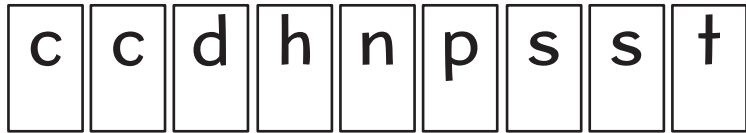
## Building Words Review Activity for Spelling Lesson Week 17 Part 3 of 3, Double Consonants

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 17.

### Building Words

Let's practice spelling words with double consonants, using the Sounds Cards.

1. Say the word **accent**. The first *c* makes the /k/ sound, and the second *c* makes the /s/ sound. Spell the first syllable in the word. Spell /**ăk**/. Now spell the second syllable in the word. Spell /**sěnt**/. Put the two syllables together to spell *accent*. Each speaker had a different *accent*.
2. Say the word **hiccup**. Spell the first syllable in the word. Spell /**hĭk**/. Now spell the second syllable in the word. Spell /**kŭp**/. Put the two syllables together to spell *hiccup*. Did you just *hiccup*?
3. Say the word **succeed**. The first *c* makes the /k/ sound, and the second *c* makes the /s/ sound. Spell the first syllable in the word. Spell /**sŭk**/. Using adjacent vowels *ee*, spell the second syllable in the word. Spell /**sĕd**/. Put the two syllables together to spell *succeed*. I hope that you *succeed* at the project.
4. Say the word **access**. The first *c* makes the /k/ sound, and the second *c* makes the /s/ sound. Spell the first syllable in the word. Spell /**ăk**/. Now spell the second syllable in the word. Spell /**sĕs**/. Put the two syllables together to spell *access*. The children can *access* the library this afternoon.

### 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 one sentence using as many words from the lesson as they can.

### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 17 Part 3.



# Review Activities Lesson Week 17

## Building Words Review Activity for Spelling Lesson Week 17 Part 3 of 3, Double Consonants

<b>A</b>	<b>E</b>	<b>E</b>	<b>U</b>	<b>I</b>	<b>C</b>	<b>C</b>	<b>D</b>
<b>H</b>	<b>N</b>	<b>P</b>	<b>S</b>	<b>S</b>	<b>T</b>		

d c c i n e e a

y u d s t s d p n h

**Reading Horizons Discovery® Spelling Lesson Week 17**  
**Cloze Passage**

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

“I hope my mom and dad give me a \_\_\_\_\_ white \_\_\_\_\_ as a gift  
this \_\_\_\_\_,” said Bennet.

“I hope so too!” said Bindy. “You could \_\_\_\_\_ me over to play with  
your new \_\_\_\_\_! That would make me so \_\_\_\_\_.”

“They might get me a \_\_\_\_\_, but I don’t think they would want a pet  
that yaps,” said Bennet.

“Maybe they will get you one of those \_\_\_\_\_ rabbits that is as  
big as a dog!” said Bindy.

“No, I don’t \_\_\_\_\_ that they would do that,” said Bennet, “but I  
wouldn’t \_\_\_\_\_ if they did!”



**Reading Horizons Discovery® Spelling Lesson Week 17**  
**Cloze Passage**  
**Decoding Skill 2 and Double Consonants**

bunny      expect      fluffy      happy

invite      jumbo      object

puppy      rabbit      Sunday

# **Spelling Lesson Week 17**

## **Building Words Transfer Card 1 of 3**

Words:

admit   absent   rugby   debate   retain

Sentence:

I admit that I was absent from the rugby game.

# **Spelling Lesson Week 17**

## **Building Words Transfer Card 3 of 3**

Words:

accent   hiccup   succeed   access

Sentence:

We hope you succeed in gaining access.

Name \_\_\_\_\_

Every syllable has a working vowel. Some words have more than one syllable. There are two skills used to separate words into syllables. This is Decoding Skill 2.

## Lesson 66: Decoding Skill 2

1. Mark under the word.

campus  
x x

2. Go back to the first vowel.

campus  
x x

3. Look at the first vowel, *a*. How many guardian consonants follow *a*? Two. Two guardian consonants will SPLIT! *M* will stay in the first syllable; *p* will move on to the next. Box the first syllable.

campus  
x x

4. Will *a* be long or short? It still has a guardian, so mark it short. It's not necessary to star guardians now; just think them!

campus  
x x

5. Is the vowel *u* long or short? Short, because it has a guardian. Mark the *u* short.

campus  
x x

6. Box in the last syllable.

campus  
x x

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

sūb|mit  
x x

napkin

contact

candy

contest

dictate

splendid

fancy

compel

Name \_\_\_\_\_

When two of the same consonants are together in a word, only one consonant sound is heard. When the consonant *c* is doubled in a word, sometimes there are two consonant sounds.

### Lesson 68: Double Consonants

When a consonant is doubled, you hear only one consonant sound. Apply Decoding Skill 2 to split the double consonants. Then draw a line through the first of the double consonants to make it silent.

Examples:  $\underset{\times}{b}\overset{\check{}}{o}\overset{\check{}}{n}\overset{\check{}}{n}\overset{\check{}}{e}\overset{\check{}}{t}$        $\underset{\times}{f}\overset{\check{}}{u}\overset{\check{}}{n}\overset{\check{}}{n}\overset{\bar{e}}{y}$

Prove and read the following words:

fluffy

appeal

coffee

office

immense

cabbage

Sometimes the consonant *c* is doubled in a word. If the second consonant *c* is followed by the vowels *a*, *o*, or *u*, there is only one /k/ sound. The first *c* is silent. If the second *c* is followed by *i* or *e*, the first *c* says /k/, and the second *c* says /s/.

Examples:  $\underset{\times}{a}\overset{\check{}}{c}\overset{\check{}}{c}\overset{\bar{u}}{s}\overset{\check{}}{e}$        $\underset{\times}{a}\overset{\check{}}{c}\overset{\check{}}{c}\overset{\check{}}{e}\overset{s}{s}$

Prove and read the following words:

accept

accrue

acclaim

accede

accent

*Reading Horizons Discovery*® Spelling Lesson Week 17

Sort and Spell 2

Double Consonants

<b>Sort by Double Consonants CC Sounds</b>	
<b>CC Makes One Sound</b>	<b>CC Makes Two Sounds</b>



Word Bank

accuse	success
stucco	access
hiccup	Becca
accept	vaccine
accent	succeed

Page intentionally left blank.

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

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

1. Mom and I took our new puppy to the vet for a \_\_\_\_\_ or shot.

2. \_\_\_\_\_ is the best student in our math class.

3. Please \_\_\_\_\_ this gift from me.

4. Red drapes will \_\_\_\_\_ the gray sofa.

5. Best of luck on your quiz! I hope you \_\_\_\_\_.

6. After my first \_\_\_\_\_, I drank a cup of water and hoped they would go away.

7. She did not \_\_\_\_\_ me of trying to \_\_\_\_\_ the hot tub after closing time.

8. The play was a huge \_\_\_\_\_!

9. The outside of your home is brick; the outside of my home is \_\_\_\_\_.

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

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

1. How many words have a Rainbow S? \_\_\_\_\_

2. What is the sound of the second *c* in *hiccup*? \_\_\_\_\_

3. What is the sound of the first *c* in *hiccup*? \_\_\_\_\_

4. What is the sound of the second *c* in *success*? \_\_\_\_\_

5. What is the sound of the first *c* in *success*? \_\_\_\_\_