



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

More Digraphs

Digraph Words with Plural Endings

Multi-Syllabic Words with Digraphs

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 25: More Digraphs, Digraph Words with Plural Endings, and Multi-Syllabic Words with Digraphs

**Spelling Skill:** A Digraph is two consonants together that make one new sound. The Digraph *k-n* is used to spell /n/ at the beginning of words like *knee*. *G-n* is also used to spell /n/ at the beginning of a few words like *gnat*. However, most often *g-n* is found at the end of words and is preceded by the vowel *i*. *l-g-n* spells /ŋ/ in words like *sign*. *W-r* is a new spelling for the consonant sound /r/ and is used at the beginning of words. When spelling a word that ends with the Digraphs *ch* or *sh*, add *-es* to make the root word plural (e.g., *wish/wishes*).

Example Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
	wrap buckle +bench +photograph gnarl	+design pharmacy wriggle gnome +stitch	kneel +crutch knight wrestle emphasize	saw below school move eye

The plus sign (+) appears in front of words that end in a Digraph and can have a suffix added. When practicing spelling words with suffixes, first prove the root 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. Spell and prove two words from the word bank that you might find in a fairy tale.	3. Spell and prove two skill words from the word bank.
4. Spell and prove two root words (+) from the word bank. Then rewrite the plural version of the words.	5. Spell and prove three skill words from the word bank.	6. Spell and prove two words from the word bank. Then rewrite the words adding the <i>-er</i> suffix to make new words.
7. Spell and prove two skill words from the word bank.	8. Write a sentence using at least one MCW and two skill words from the word bank.	9. Spell and prove two skill words from the word bank.

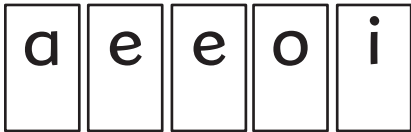
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 25

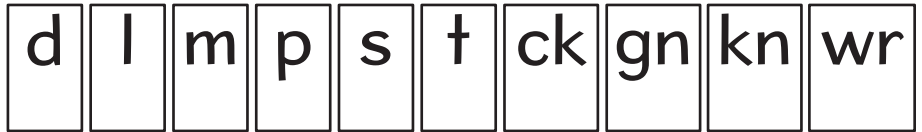
## Building Words Review Activity for Spelling Lesson Week 25 Part 1 of 3, More Digraphs

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 25.

### Building Words

Let's practice spelling words with more Digraphs. Let's start with words that begin with the Digraph *g-n*.

1. Say the word **gnome**. What beginning sound do you hear? (/n/) Correct. What is another spelling for the /n/ sound? (the Digraph *g-n*) Right. Spell the word *gnome*. We put a cute *gnome* statue in our garden.
2. Say the word **gnat**. What beginning sound do you hear? (/n/) Correct. What is another spelling for the /n/ sound? (the Digraph *g-n*) Right. Spell the word *gnat*. The *gnat* nibbled on the leaf.

Now let's practice some words that end with the Digraph *g-n*.

3. Say the word **sign**. What vowel sound do you hear in the second syllable? (/ī/) Correct. Remember, when the letter *i* comes before the Digraph *g-n*, the vowel is usually long, and the *g* remains silent. Spell *sign*. The workers installed a new stop *sign* at the corner.
4. Change the word *sign* to spell the word **align**. Can you help me *align* these two halves of the picture?

Let's practice some words that start with the Digraph *k-n*.

5. Say the word **knock**. What beginning sound do you hear? (/n/) Correct. What is another spelling for the /n/ sound? (the Digraph *k-n*) Right. Spell the word *knock*. Should we *knock* on the door?
6. Use four letters to spell the word **knee**. She bounced the ball with her *knee*.
7. Use five letters to spell the word **knead**. The bakers *knead* the dough before baking the loaves of bread.

Lastly, let's practice some words that start with the Digraph *w-r*.

8. Say the word **wrist**. What beginning sound do you hear? (/r/) Correct. What is another spelling for the /r/ sound? (the Digraph *w-r*) Right. Spell the word *wrist*. He wears a bracelet on his *wrist*.
9. Change the word *wrist* to spell **wrote**. She *wrote* an article for the magazine.
10. Change the word *wrote* to spell **wrap**. Let's *wrap* the present in yellow paper.

### 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).

(continued on next page)

# Review Activities Lesson Week 25

(continued from previous page)

## **Bonus Activity**

Have students write one sentence using as many words from the lesson as they can.

## **Transfer**

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 25 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 25

## Building Words Review Activity for Spelling Lesson Week 25 Part 1 of 3, More Digraphs

<b>A</b>	<b>E</b>	<b>E</b>	<b>O</b>	<b>I</b>	<b>D</b>	<b>L</b>	<b>M</b>
<b>P</b>	<b>S</b>	<b>T</b>	<b>ck</b>	<b>Gn</b>	<b>Kn</b>	<b>Wr</b>	

**m l d i o e e a**

**wr kn gn ck t s p**



**Reading Horizons Discovery® Spelling Lesson Week 25**  
**Cloze Passage**

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

The teacher has \_\_\_\_\_ each student to \_\_\_\_\_ a fable.

My story will be about a brave \_\_\_\_\_ who must \_\_\_\_\_

down before a forest \_\_\_\_\_ to ask a favor. He needs two

\_\_\_\_\_ of fabric from the little troll's cloak that he can \_\_\_\_\_

around his \_\_\_\_\_. This bracelet will be a \_\_\_\_\_ to all that

he is protected. No one can do him \_\_\_\_\_ as long as he wears it.



# **Reading Horizons Discovery® Spelling Lesson Week 25**

## **Cloze Passage**

**More Digraphs PH, GN, KN, CK, WR; Digraph Words with Plural Endings; and Multi-Syllabic Words with Digraphs**

assigned

gnome

kneel

knight

knot

sign

swatches

wrist

write

wrong

# Spelling Lesson Week 25

## Building Words Transfer Card 1 of 3

Words:

gnome	gnat	sign	align	knock
knee	knead	wrist	wrote	wrap

Sentence:

The sign instructs workers to turn their wrists as they knead.

Name \_\_\_\_\_

This activity provides practice proving and reading words with 10 different Digraphs.

### Lesson 83: More Digraphs

Each word below uses one of the ten Digraphs. Prove and read each word. The first three words have been done for you.

cāsh

white

chill

sharp

beach

gnome

this

thumb

charm

share

wrench

thick

charge

phase

rock

phone

knife

such

whip

shine

when

Write a sentence with one of the Digraph words listed above. Then read the sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_  
-----  
\_\_\_\_\_

To form a plural with words ending in the *ch* and *sh* Digraphs, add *-es*.

## Lesson 84: Digraph Words with Plural Endings and Multi-Syllabic Words with Digraphs

To make words that end in the *ch* or *sh* Digraph plural, add *-es* (*benches*, *dishes*). Make the following words plural. Then read each word.

church\_\_\_ wish\_\_\_ lunch\_\_\_

pinch\_\_\_ itch\_\_\_ sash\_\_\_

Prove and read the following words.

shelter phantom approach

Thursday shimmer photograph

Read each of the following sentences. Then circle any Digraph words.

1. Matt saw some gophers eating peaches under a bench.
2. I would like to have a knockwurst sandwich for lunch.

*Reading Horizons Discovery*® Spelling Lesson Week 25  
Sort and Spell 1  
More Digraphs

<b>Sort by Digraph</b>		
<b>GN</b>	<b>KN</b>	<b>WR</b>

Word Bank

knife	design	gnu
knot	align	wrench
wreath	wrong	knit
knee	knight	wrote
wrist	sign	gnome

Page intentionally left blank.



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

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

1. He cannot \_\_\_\_\_ the scarf because there is a \_\_\_\_\_ in the yarn.

2. The little \_\_\_\_\_ from the forest gave the \_\_\_\_\_ a strong helmet.

3. A \_\_\_\_\_ is a type of antelope with curved horns and a mane.

4. We \_\_\_\_\_ a letter to our uncle, but we put the \_\_\_\_\_ address on it.

5. There is a red stop \_\_\_\_\_ at the end of this street.

6. We can twist these twigs to make a nice \_\_\_\_\_ to hang on the wall.

7. She will \_\_\_\_\_ and then make her own dress for the party.

8. My leg can bend at my \_\_\_\_\_, and my arm can bend at my \_\_\_\_\_.

9. Set the table with a fork, \_\_\_\_\_, and napkin beside each plate.

10. Use the \_\_\_\_\_ to turn the pipes so that they \_\_\_\_\_ with each other.

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

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

1. What sound does the *KN* Digraph make? \_\_\_\_\_

2. What sound does the *WR* Digraph make? \_\_\_\_\_

3. What vowel comes before the *GN Digraph* in words from the sort? \_\_\_\_\_ Is it long or short? \_\_\_\_\_

4. What sound does the *GN Digraph* make in the words *gnome* and *gnu*? \_\_\_\_\_

5. How many words in the sort start with the /n/ sound?  
\_\_\_\_\_

**Word Bank**

Add -s or -es to make each word plural. Then sort each word into the correct column.

brick__	bench__
snack__	sandwich__
graph__	moth__
cockroach__	photograph__
dish__	path__
brush__	garnish__

Page intentionally left blank.

Digraph Words with Plural Endings and Multi-Syllabic Words with Digraphs

Sort by Plural Ending	
Add -S	Add -ES

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

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

1. We can eat these \_\_\_\_\_ for lunch, and the apples and chips for \_\_\_\_\_.

2. They are stacking these red \_\_\_\_\_ to make a wall.

3. We are reading about insects, such as \_\_\_\_\_ and \_\_\_\_\_.

4. After painting, she cleans her \_\_\_\_\_ in water.

5. He washed the \_\_\_\_\_ after we ate dinner.

6. We framed the \_\_\_\_\_ and hung them on the wall.

7. The hikers will sit on these \_\_\_\_\_ and rest for a bit.

8. We explored all of the \_\_\_\_\_ at the park.

9. In math class, the teacher explained how to make bar \_\_\_\_\_.

10. We placed \_\_\_\_\_ of mint on each plate.

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

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

1. Which Digraphs are followed by the -s ending?

\_\_\_\_\_

2. Which Digraphs are followed by the -es ending?

\_\_\_\_\_

3. How many words have the long o vowel sound?

\_\_\_\_\_

4. How many words have Murmur Diphthongs?

\_\_\_\_\_

5. How many words have three syllables? \_\_\_\_\_

