



3rd Grade Packet

Special Vowel Sounds *AU/AW*
Special Vowel Sounds *OU/OW*

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 26: Special Vowel Sounds *AU/AW* and *OU/OW*

Spelling Skill: Special Vowel Sounds are two vowels that together create a unique vowel sound that is neither long nor short. The sound /aw/ is spelled with two vowel combinations *a-u* and *a-w*. The *a-w* spelling can be used anywhere in a word (e.g., *awe, crawl, thaw*). The *a-u* spelling for /aw/ is only used in the beginning and middle of English words (e.g., *August, fault*). The sound /ow/ is spelled with two Special Vowel Combinations *o-u* and *o-w*. The *o-w* spelling can be used anywhere in a word (e.g., *owl, powder, now*). The *o-u* spelling for /ow/ is only used in the beginning and middle of English words (e.g., *out, sound*). *O-w* is also used to spell the long *o* sound at the end of a word or before final *l* or *n* or before a vowel (e.g., *snow, bowl, known, owe*).

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
<p>pause </p> <p>now </p>	<p>pause drawl +bounce now +snow laundry powder amount +cloud +grow authentic lawn blouse noun flower</p>	<p>both together walk head answer</p>

The plus sign (+) appears in front of some of the words that 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 root words (+) from the word bank. Then rewrite the words adding the -y suffix to make new words.	3. Spell and prove two skill words from the word bank.
4. Write a sentence using at least one MCW and two skill words from the word bank.	5. Spell and prove three skill words from the word bank.	6. Spell and prove two words from the word bank that you might find in a book about weather and seasons.
7. Spell and prove two skill words from the word bank.	8. Spell and prove two words from the word bank in which the <i>ow</i> makes the sound of long <i>o</i> /ō/.	9. Spell and prove two skill words from the word bank.

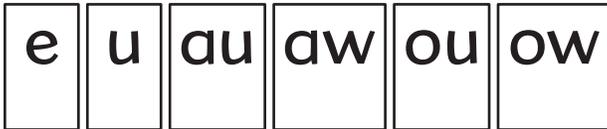
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 26

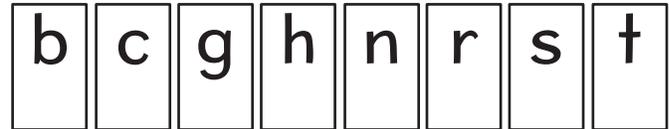
Building Words Review Activity for Spelling Lesson Week 26 Special Vowel Sounds AU/AW and OU/OW

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 26.

Building Words

Let's practice spelling words that begin with Special Vowel Sounds.

1. Spell the word **auburn**. *Auburn* is a reddish-brown color. She had *auburn* hair.
2. Spell the word **August**. Some schools begin classes at the end of *August*.
3. Spell the word **out**. We played *out* in the yard.

Now let's practice words that have Special Vowel Sounds in the middle of the word.

4. Spell the word **count**. My brother is learning to *count*.
5. Spell the word **south**. We are driving *south* for our trip.
6. Spell the word **sauce**. He is making tomato *sauce*.

Now let's spell words that end in Special Vowel Sounds. Remember to use the *a-w* spelling for words that end in the Special Vowel Sound /aw/ and to use the *o-w* spelling for words that end in the Special Vowel Sound /ow/.

7. Spell the word **straw**. The barn is filled with *straw* for the animals.
8. Spell the word **caw**. Can you hear the crow *caw*?
9. Spell the word **now**. Are we ready to leave *now*?

Remember, sometimes the long o sound also uses the *o-w* spelling. Let's practice.

10. Spell the word **row**. I'm learning to *row* the boat.

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 sentences using words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 26. Check for accuracy and automaticity.

Review Activities Lesson Week 26

Building Words

Review Activity for Spelling Lesson Week 26

Special Vowel Sounds AU/AW and OU/OW

E	U	Au	Aw	Ou	Ow	B	C
G	H	N	R	S	T		

e n nb ow no q c
g y u r n h f s r n t

Reading Horizons Discovery® Spelling Lesson Week 26
Cloze Passage

Name _____ Date _____

It is _____ the summer month of _____, and my
_____ garden is _____ lovely blooms. I think I will put
on a light _____ from the fresh _____ pile and then
_____ on the _____. It is an _____ day, and I
_____ I will enjoy the sunshine.



Reading Horizons Discovery® Spelling Lesson Week 26

Cloze Passage

Special Vowel Sounds AU/AW and Special Vowel Sounds OU/OW

August

awesome

blouse

flower

growing

know

laundry

lawn

now

sprawl

Spelling Lesson Week 26

Building Words Transfer Card 1

Words:

auburn August out count south
sauce straw caw now row

Sentence:

In August, you can count crows going south.

Name _____

This exercise provides practice proving and reading words with the Special Vowel Sounds AU/AW.



Lesson 86: Special Vowel Sounds AU/AW

Prove and read each of the following words. The first four are done for you.

gawk
x

dawn
x

shawl
x

flaw
x

saw

crawl

sauce

squawk

haul

straw

haunt

slaw

jaw

draw

pawn

launch

vault

Paul

claw

fraud

raw

lawn

fault

flaunt

fawn

thaw

taunt

hawk

Name _____

This exercise provides practice proving and reading words with the Special Vowel Sounds *OU/OW*.

Lesson 87: Special Vowel Sounds *OU/OW*

Prove and read each word below. Watch for ows that say *ō*! The first three words have been done for you.

how
x

own
x

house
x *

foul

ground

flow

owl

ouch

brown

clown

know

south

throw

prowl

mouth

show

pout

town

our

out

found

gown

low

fowl

Write a sentence with one of the Special Vowel Sound words listed above. Then read the sentence.

Reading Horizons Discovery® Spelling Lesson Week 26

Sort and Spell 1

Special Vowel Sounds AU/AW

Sort by Placement of AU/AW Special Vowel Sound		
Beginning of the Word	Middle of the Word	End of the Word

Word Bank

fault	jaw	auto
draw	cause	haul
pause	lawn	awful
August	sauce	faucet
gauze	saw	yawn
dawn	hawk	claw
shawl	sausage	

Page intentionally left blank.

Name _____ Date _____

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

1. I have to _____ to remember that the prefix _____ means *self*.

2. What was the _____ of the dripping _____?

3. We will leave at _____ to _____ this load in our truck.

4. While hiking, we _____ a big _____ on top of a tree.

5. She wrapped _____ around her hand where she got scratched by the cat's _____.

6. I awoke to the _____ smell of burning _____.

7. He opened his _____ wide and gave a huge _____.

8. In _____ when the fruit is ripe, we like to make peach _____.

9. The dry patch on the _____ will be my _____ if I don't water it.

10. Can you _____ a sketch of my mom with her lace _____?

Name _____ Date _____

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

1. Which column has the most words?

2. Which column has the fewest number of words?

3. What is the most common spelling for the /aw/ sound at the beginning of the words in the first column of the sort? _____

4. What is the most common spelling for the /aw/ sound in the middle of the words listed in the middle column; *au* or *aw*? _____

5. Besides rhyming, what do the words in the last column of the sort have in common?

Word Bank

out	show	snow
how	plow	cloud
trout	couch	own
bounce	mouth	crowd
down	owl	clown
slow	found	around
sound	know	mound

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Reading Horizons Discovery® Spelling Lesson Week 26

Sort and Spell 2

Special Vowel Sounds *OU/OW*

Sort by Placement of <i>OU/OW</i> Special Vowel Sound		
Beginning of the Word	Middle of the Word	End of the Word

Name _____ Date _____

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

1. We _____ many fish in the lake, including some _____.

2. The circus _____ painted a blue circle _____ each eye.

3. The _____ piled the white _____ into a large _____ at the end of the street.

4. _____ do we get this game _____ of its box?

5. Do you _____ if an _____ lives in this tree?

6. The art teacher will _____ us how to paint a storm _____.

7. I got the big box _____ from the top shelf on my _____.

8. He told the children not to jump and _____ on the _____.

9. During a game of hide-and-seek, he kept his _____ closed and did not make a _____.

10. With such a big _____ of shoppers, the checkout line will be _____.

Name _____ Date _____

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

1. Are there more words with *OU/OW* at the beginning, middle, or end of words? _____

2. How many words in this sort have *OU* in the middle?

3. How many words in this sort have *OW* in the middle?
_____ In how many of those words does *OW* make the long *o* sound? _____

4. Which words in the last column rhyme with the word *now*? _____

5. How many words in the entire sort have the long *o* sound? _____

