



3rd Grade Packet

Other Suffixes: *-TION, -SION, -OUS*

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

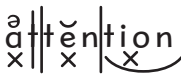
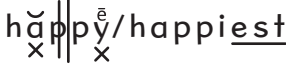
For more information, contact your teacher at _____.

Weekly Spelling Homework

Name _____ Date _____

(Form A) Spelling Lesson Week 30: Other Suffixes: *-TION*, *-SION*, *-OUS*, *-EST*, and *-IST*

Spelling Skill: There are two ways to spell the ending syllable /shun/: *-tion* and *-sion*. Spell /shun/ with *-tion* when the root word ends with the sound /t/, following Murmur Diphthongs, long vowels, and the short sound of the vowel *i*. Spell /shun/ with *-sion* after the letters *l*, *r*, or *s* and when the root word ends in *-mit*. Following the letter *n*, /shun/ can be spelled with *-tion* or *-sion*. The suffix *-sion* is also used to spell /zhun/ following a vowel sound, including Murmur Diphthongs. The suffix *-ous* changes a noun to an adjective and is pronounced /us/.

Example Words	<u>Word Bank</u>		Most Common Words
	Skill Words		
	attention version mention longest artist	happiest studios florist nervous pessimist	expression optimist vision mansion completion
			four carry once idea enough

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 a sentence using one word from the word bank that ends in <i>-ist</i> and one that ends in <i>-est</i> .	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. Write a sentence using a word from the word bank that ends with the sound /zhun/.
7. Spell and prove two skill words from the word bank.	8. Write a word from the word bank. Then draw a picture to illustrate the meaning of the word.	9. Spell and prove two skill words from the word bank.

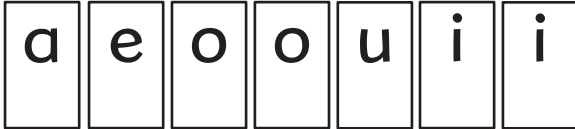
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 30

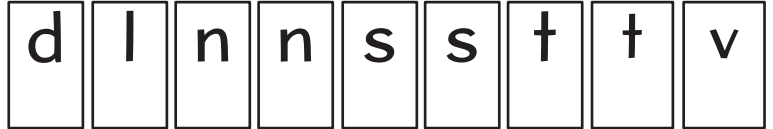
Building Words Review Activity for Spelling Lesson Week 30 Other Suffixes: *-TION*, *-SION*, and *-OUS*

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 30

Building Words

Let's practice spelling words with the suffix *t-i-o-n*. It's pronounced /shun/.

1. Say the word **nation**. Spell the first syllable. Spell /nā/. Now spell the final syllable. Spell /shŭn/. Put the syllables together to spell the word *nation*. That is the flag of our *nation*.
2. Say the word **station**. Spell the first syllable. Spell /stā/. Then spell the second syllable. Spell /shŭn/. Put the syllables together to spell the word *station*. They stopped at a gas *station* to fill up.
3. Say the word **solution**. Spell the first syllable. Spell /söl/. Then spell the second syllable. Spell /ŭ/. Now spell the final syllable. Spell /shŭn/. Put the syllables together to spell the word *solution*. We can find a *solution* to this problem.

Let's practice spelling words with the suffix *s-i-o-n*. This can be pronounced as /shun/ or /zhun/.

4. Say the word **tension**. Spell the first syllable. Spell /tĕn/. What letter does this syllable end with? (*n*) Correct. Use the *s-i-o-n* to spell /shun/ after the consonants *l*, *n*, or *s*. Now spell the final syllable. Spell /shŭn/. Put the syllables together to spell the word *tension*. Can you feel the *tension* in the rope?
5. Say the word **vision**. Spell the first syllable. Spell /vĭ/. Now spell the final syllable. Spell /zhŭn/. What letters are used to spell /zhun/? (*s-i-o-n*) Correct. Put the syllables together to spell the word *vision*. His glasses improve his *vision*.
6. Say the word **invasion**. Spell the first syllable. Spell /ĭn/. Then spell the second syllable. Spell /vā/. Now spell the final syllable. Spell /zhun/. What letters are used to spell /zhun/? (*s-i-o-n*) Correct. Put the syllables together to spell the word *invasion*. Have you noticed the *invasion* of ants in the kitchen?

Let's spell some words with *o-u-s* and *u-s*. Both spellings have the sound /ŭs/.

7. Say the word **lotus**. Is *lotus* a noun or adjective? (noun) Correct. When the word is a noun, the /ŭs/ ending is usually spelled *u-s*. Spell the word *lotus*. Did you see the pink *lotus* floating on the pond?
8. Say the word **envious**. Is *envious* a noun or adjective? (adjective) Correct. When the word is an adjective, the /ŭs/ ending is usually spelled *o-u-s*. Spell the word *envious*. I am *envious* of the bird's ability to fly.

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Review Activities Lesson Week 30

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9. Say the word **devious**. Is *devious* a noun or adjective? (adjective) Correct. Spell the word *devious*. The villain has a *devious* plan.
10. Say the word **sinus**. Is *sinus* a noun or adjective? (noun) Correct. Spell the word *sinus*. He has an infection in his *sinus*.

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.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 30. Check for accuracy and automaticity.

Review Activities Lesson Week 30

Building Words

Review Activity for Spelling Lesson Week 30

Other Suffixes: -TION, -SION, and -OUS

A	E	O	O	U	I	I	D
L	N	N	S	S	T	T	V

p i n o o e a

v t t s s n l

Review Activities Lesson Week 30

Building Words

Review Activity for Spelling Lesson Week 30

Other Suffixes: **-TION, -SION, and -OUS**
Alternates

tion	sion	ous	us

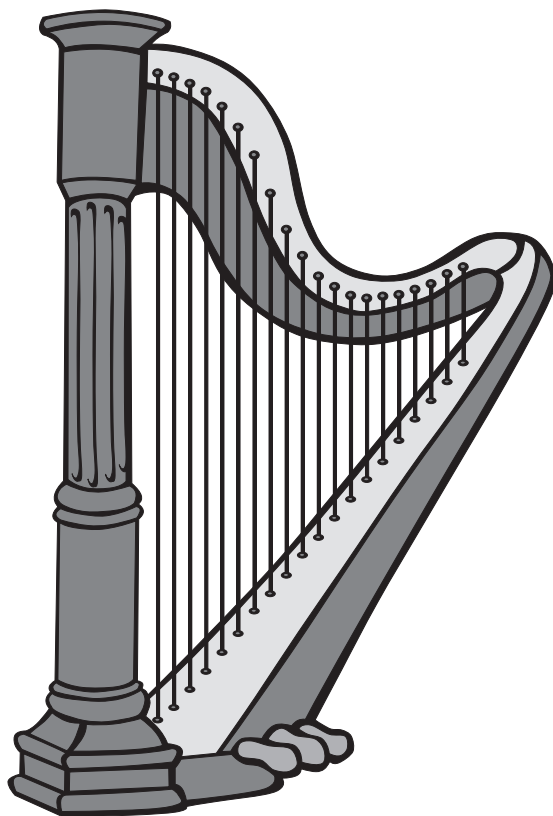
us ous sion tion

Reading Horizons Discovery® Spelling Lesson Week 30
Cloze Passage

Name _____ Date _____

Ellee was a _____ with the symphony. She had _____ talent, and she never got _____ on stage. Ellee lived in the _____ in town. It was in a good _____ near the concert hall. She had a staff to take care of her needs so that she could focus all of her _____ on being a musical _____.

Ellee was always _____ when she was playing her harp.



Reading Horizons Discovery® Spelling Lesson Week 30

Cloze Passage

Other Suffixes: -TION, -SION, and -OUS

artist attention famous happiest

harpist largest location

mansion nervous tremendous

Spelling Lesson Week 30

Building Words Transfer Card 1

Words:

nation	station	solution	tension	vision
invasion	lotus	envious	devious	sinus

Sentence:

I may have a solution to the germ invasion in your sinus.

Name _____

The suffix *-tion* has the sound /shun/, as in *vacation*. It is almost always at the end of a word, and it always makes its own syllable. It is marked with an x below and between the vowels, and the whole combination is joined with an arc.

Lesson 93: Other Suffixes: *-TION*, *-SION*, and *-OUS*

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

lō|cā|tion
x | x | x

carnation

vacation

portion

station

nation

description

If the letter *i* come before *-tion*, the *i* will be short. Prove and read the words below. The first word has been done for you.

a|dd|ition
x | x | x

condition

ambition

position

Name _____

The suffix *-sion* also has the sound /shun/ when it follows *s*, *n*, or *l*. When it follows a vowel or a Murmur Diphthong, its sound changes to /zhun/.

Lesson 93: Other Suffixes: -TION, -SION, and -OUS

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

mission

impression

permission

expansion

extension

percussion

Following a vowel or Murmur Diphthong, the sound of *-sion*, /shun/, changes to /zhun/. Remember, *i* is short before *-tion* or *-sion*. Prove and read the following words.

abrasion

inclusion

decision

conversion

incision

submersion

Reading Horizons Discovery® Spelling Lesson Week 30

Sort and Spell 1

Other Suffixes: *-TION*, *-SION*, and *-OUS*

Sort by Suffix		
<i>-TION</i>	<i>-SION</i>	<i>-OUS</i>

Word Bank

location

confusion

tremendous

portion

vacation

famous

marvelous

nervous

studious

nation

action

station

expression

tension

joyous

decision

vision

expansion

Page intentionally left blank.

Name _____ Date _____

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

1. He had a _____ amount of respect for his teachers. He has made the _____ to become a teacher too.

2. This corner is the best _____ for the new gas _____.

3. It was clear by the happy _____ on everyone's faces that her homecoming was a _____ occasion.

4. They are preparing for the _____ of their company into a new _____.

5. She is very _____ so she spends a large _____ of her time reading and learning new things.

6. The _____ athlete felt a lot of stress and _____ leading up to the big game.

7. There is a lot of training that goes into the _____-packed job of a stunt person.

8. The detailed map helped reduce any _____ about the location of the party.

9. I need to take a _____ exam to see if I need new glasses. That is one exam that I am not _____ to take.

10. We saw _____ sites on our spring _____ last week.

Name _____ Date _____

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

1. Which 3 words in the middle column have the /zhun/ pronunciation of *-sion*? _____, _____, _____
Is the letter that comes before *-sion* a vowel or a consonant? _____

2. In the words in the middle column, which consonants come before *-sion* when *-sion* is pronounced /shun/?

3. What is the root of the word *studious*? _____

4. What is the root of the word *famous*? _____

5. Besides ending in *-ous*, what do all of the words in the last column have in common?
