



3rd Grade Packet

Letter Combinations That Split

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 31: Letter Combinations That Split

Spelling Skill: In some words, a Blend or Digraph may split to become part of two different syllables. The Blends *sc*, *sk*, *sp*, and *st* can split to be part of two different syllables. Simply spell each syllable one at a time, applying the skills that you have learned. When the Digraph *gn* splits to be part of two different syllables, its sound changes from /n/ to /g/ and /n/ (e.g., *signal*). When double *ls* are in different syllables, a preceding *o* represents the sound /ō/, and a preceding *a* represents the sound /ă/ instead of the vowel sounds heard in the Special Vowel Combinations *-oll* and *-all*.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
<p style="text-align: center;">display</p> <p style="text-align: center;">plā display</p> <p style="text-align: center;">fō llow</p>	<p>display</p> <p>follow</p> <p>ignore</p> <p>shallow</p> <p>customer</p>	<p>signal</p> <p>plastic</p> <p>allow</p> <p>system</p> <p>jungle</p>	<p>hospital</p> <p>ranger</p> <p>trinket</p> <p>basket</p> <p>yellow</p>	<p>two</p> <p>very</p> <p>through</p> <p>great</p> <p>new</p>

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 word from the word bank. Then draw a picture to illustrate the meaning of the word.	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 contain a Blend that splits.
7. Spell and prove two skill words from the word bank.	8. Using at least three skill words from the word bank, write a sentence about going to a store.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 31

Building Words
Review Activity for Spelling Lesson Week 31
Letter Combinations That Split

A	E	I	Y	C	D	G	L
L	N	P	R	S	T	Wh	

l g d p c y i e a

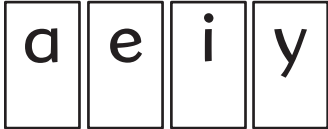
wh t s r p n l

Review Activities Lesson Week 31

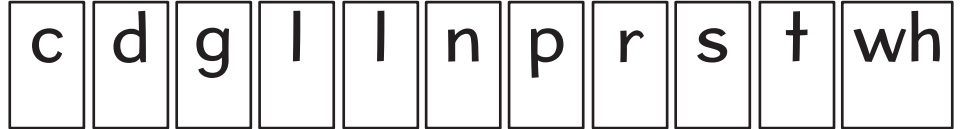
Building Words Review Activity for Spelling Lesson Week 31 Letter Combinations That Split

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 31.

Building Words

Let's practice spelling multi-syllabic words that have letter combinations that split.

1. Say the word **danger**. What letter combination splits when you pronounce this word? (the Special Vowel Combination *a-n-g*) Correct. Spell the first syllable. Spell /**dān**/. Spell the second syllable. Spell /**jer**/. Put the syllables together to spell *danger*. These helmets protect against *danger*.
2. Say the word **signal**. What letter combination splits when you pronounce this word? (the Digraph *g-n*) Correct. Spell the first syllable. Spell /**sig**/. Spell the second syllable. Spell /**nəl**/. Put the syllables together to spell *signal*. Pay close attention to the traffic *signal*.
3. Say the word **plastic**. What letter combination splits when you pronounce this word? (the *s-t* Blend) Correct. Spell the first syllable. Spell /**pläs**/. Spell the second syllable. Spell /**tĭk**/. Put the syllables together to spell *plastic*. The cup is made of *plastic*.
4. Say the word **whisper**. What letter combination splits when you pronounce this word? (the *s-p* Blend) Correct. Spell the first syllable. Spell /**whĭs**/. Spell the second syllable. Spell /**per**/. Put the syllables together to spell *whisper*. Many people *whisper* in the library.
5. Say the word **gallery**. What letter combination splits when you pronounce this word? (the Special Vowel Combination *a-l-l*) Correct. Spell the first syllable. Spell /**gāl**/. Spell the second syllable. Spell /**ler**/. Spell the last syllable. Spell /**ē**/. Put the syllables together to spell *gallery*. We can visit the art *gallery*.

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 31. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 31
Cloze Passage

Name _____ Date _____

My little _____ and I went on a hike through the _____ near our home. We planned to be away for a long time, so we brought an old _____ and a picnic _____ so that we could stop along the way for lunch. As we walked, we saw a strange _____ mushroom growing inside a _____ log. I wasn't sure of the _____, so I carefully picked it up with one _____ and my thumb and placed it in our basket. We showed it to the park _____, and she said it was a harmless _____.

What an adventure!



Reading Horizons Discovery® Spelling Lesson Week 31
Cloze Passage
Letter Combinations That Split

colosseum

crew

drew

Europe

few

flew

jewel

knew

museum

newspaper

Spelling Lesson Week 31

Building Words Transfer Card 1

Words:

danger

signal

plastic

whisper

gallery

Sentence:

The man asked us to whisper in the gallery.

Name _____

The four Blends that split most often in multi-syllabic words are *sc*, *sk*, *sp*, and *st*. Often, Special Vowel Combinations will split in multi-syllabic words, and the first vowel sound will change.

Lesson 94: Letter Combinations That Split

Read the following sentences. Circle any words in which the Blends split. Write and prove those words in the spaces provided. The first sentence has been done for you.

1. Hey mister! Is that your basket? mister basket

2. Please use your whisper voice. We don't want to disturb others. _____

3. That was a fantastic dinner! Where do we dispose of the paper plates? _____

4. Where is the fire escape at the hospital? _____

Read the sentences below. Circle any words in which the Special Vowel Combinations split. Write and prove those words in the spaces provided.

1. There is a lot of fungus growing down in that valley.

fungus valley

2. Don't tangle the swings, or it will make me angry.

3. Janice twisted her ankle on a rock in that shallow pond.

4. Did the Tooth Fairy sprinkle fairy dust on my pillow?

Reading Horizons Discovery® Spelling Lesson Week 31

Sort and Spell 1

Letter Combinations That Split

Sort by Letter Combinations That Split			
Words with Prefixes	Blends That Split	Digraphs That Split	Special Vowel Combinations That Split

Word Bank

fungus	basket	mistake
sister	dismiss	magnet
discuss	escape	follow
signal	plastic	misplace
discount	mislead	hospital
system	tangle	stranger
shallow	illusion	

Page intentionally left blank.

Name _____ Date _____

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

1. The yellow flag is the _____ for swimmers to swim in the _____ end of the pool.

2. My oldest _____ will know how to get this _____ out of my hair.

3. To be safe, it is important to _____ what to do if a _____ approaches you.

4. Does this _____ have an intercom _____ to alert doctors and nurses?

5. You cannot pick up a paper clip with that _____ toy. You will need to use a real _____.

6. Do not _____ someone who will _____ you or you will end up in the wrong place.

7. Our substitute teacher said it was a _____ to _____ us so early for lunch.

8. My family got _____ tickets to see the _____ artist. Even if it was an _____, we would have paid full price to see it.

9. Do not _____ the picnic _____ or we will not have any food for lunch.

10. Did you know that mushrooms grow from a _____?

Name _____ Date _____

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

1. In the second column, what are the Blends that split?

Which Blend splits most often? _____

2. In words with a Blend that splits, is the first vowel sound long or short? _____

3. What are the two prefixes in the words in the first column? _____

What is the root of the word misplace? _____

4. Which column has the fewest number of words?

What is the Digraph that splits? _____

5. In this sort, list the Special Vowel Combinations that split. _____

Word Bank

despair	misspell	danger
blanket	thankful	yellow
trinket	gallon	install
between	toaster	signpost
shallow	signal	magnet
costar	eastern	ranger
ignore	valley	

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 31

Sort and Spell 2

Letter Combinations That Split

Sort by Letter Combinations That Stay Together or Split		
Letter Combinations That Stay Together	Letter Combinations That Split	

Name _____ Date _____

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

1. The park _____ rode her horse down from the mountain into the _____ below.

2. The _____ warned us of _____ if we didn't stay _____ the lines on the steep road.

3. He used a bucket to scoop a _____ of water out of the _____ end of the swimming pool.

4. We will not need to _____ the new _____. We just plug it in.

5. Do not _____ the name of her _____ when you engrave it on the trophy.

6. The boat sailed away in an _____ direction.

7. Should we get a fridge _____ or some other little _____ to remember our trip?

8. It is hard to _____ that annoying fly.

9. Do not _____. We will find your favorite _____ and blue _____.

10. I was _____ that we stopped at the traffic _____.