



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

Other Sounds for *EA* and *IE/EI*

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 32: Other Sounds for EA and IE/EI

**Spelling Skill: EA:** The most common sound for *ea* is long *e*. This sound follows Phonetic Skill 5 (e.g., *seat*, *team*). When combined with *r*, *ea* can spell /er/. The *e-a-r* spelling for /er/ occurs in only about a dozen English words (e.g., *earth*, *learn*, *search*). *Ea* is also the second most common spelling for the short *e* and is used in words like *bread*. *Ea* is used to spell the sound of long *a* in about four English words: *great*, *break*, *steak*, and *yea*. Finally, *ea* can make two vowel sounds: long *e* and long *a* in words like *create* and long *e* and the schwa sound in words like *idea*. **IE:** Following Phonetic Skill 5, *ie* is one spelling for the long *i* sound /ī/ (e.g., *tie*, *pie*). *Ie* is used to spell /ē/ in the middle of words like *field* and *relief*, at the end of words like *brownie* and *movie*, and when *y* is changed to an *i* before adding the suffixes *-er* and *-ed* (e.g., *happier*, *copied*). Finally, *ie* can be used to spell two vowel sounds: long *i* and the schwa in words like *quiet* and *client* and long *e* and the schwa in words like *nutrient* and *obedient*. **EI:** *Ei* is another spelling for long *e* in words like *receive* and *either*. In these words, *ei* acts like an adjacent vowel. *Ei* can also be used to spell the long sound of *a*. In such words, *ei* is often followed by *-n*, *-gh*, or *-gn* (e.g., *vein*, *weigh*, *reign*).

Example Word	Word Bank			Most Common Words
	Skill Words			
 	neat create believe search audience	great tie eight theater meant	heavy field quiet break feather	thought country few group 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 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. Spell and prove two words from the word bank in which the two vowels each make a sound. (e.g., <i>diet</i> )	5. Spell and prove three skill words from the word bank.	6. Using at least three skill words from the word bank, write a sentence about going to a play.
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 32

Building Words  
Review Activity for Spelling Lesson Week 32  
Other Sounds of EA and IE/EI

<b>A</b>	<b>E</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>D</b>	<b>F</b>	<b>G</b>
<b>H</b>	<b>N</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>Z</b>	

g f d i i e e a

z t s r n n h

# Review Activities Lesson Week 32

Building Words  
Review Activity for Spelling Lesson Week 32  
Other Sounds of EA and IE/EI  
Alternates

<b>Ea</b>	<b>ie</b>	<b>Ei</b>				

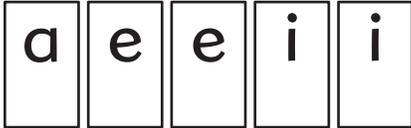
**ei ie ea**

# Review Activities Lesson Week 32

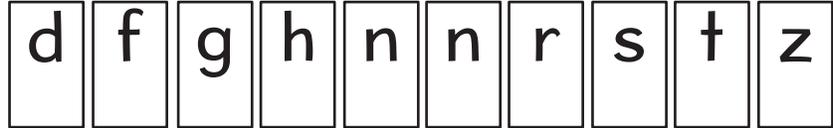
## Building Words Review Activity for Spelling Lesson Week 32 Other Sounds of EA and IE/EI

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 32.

### Building Words

Let's practice spelling words with *e-a*. Usually words and syllables with this combination follow Phonetic Skill 5, so the *e* is long and the *a* is silent, but sometimes these letters make other sounds.

1. Say the word **neat**. What sound does *e-a* make in this word? (long *e*) Correct. Spell *neat*. The classroom is *neat* and *clean*.
2. Say the word **great**. What sound does *e-a* make in this word? (long *a*) Correct. Spell *great*. You did a *great* job on your book report.
3. Say the word **head**. What sound does *e-a* make in this word? (short *e*) Correct. Spell *head*. He always has a hat on his *head*.
4. Say the word **idea**. What sound does *e-a* make in this word? (long *e* and long *a*) Correct. Spell *idea*. He has an *idea* for our team project.

Now let's practice spelling words with *i-e* and *e-i*.

5. Say the word **tie**. What sound does *i-e* make in this word? (long *i*) Correct. Spell *tie*. The boy has learned to *tie* his shoelaces.
6. Say the word **thief**. What sound does *i-e* make in this word? (long *e*) Correct. Spell *thief*. This story is about a *thief* who helps the village.
7. Say the word **seize**. What vowel sound do you hear in this word? (long *e*) Correct. This word uses a different spelling for the same sound. Instead of *i-e*, the long *e* sound is spelled *e-i*. Spell *seize*. The adventurers tried to *seize* the treasure chest.
8. Say the word **eight**. What vowel sound do you hear in this word? (long *a*) Correct. This word uses the *e-i* spelling to make the long *a* sound. The *e-i* spelling is followed by a silent *g-h*. Spell *eight*. She checked out *eight* books from the library.
9. Say the word **diet**. What sound does *i-e* make in this word? (long *i* and the schwa) Correct. Spell *diet*. Fruits and vegetables are part of a healthy *diet*.
10. Say the word **ingredient**. What sound does *i-e* make at the end of this word? (long *e* and the schwa) Correct. Let's spell *ingredient*. Spell the first syllable. Spell /**in**/. Spell the second syllable. Spell /**grē**/. Spell the third syllable. Spell /**dē**/. Spell the last syllable. Spell /**ənt**/. Put the syllables together to spell *ingredient*. Chocolate is the most important *ingredient* in these cookies.

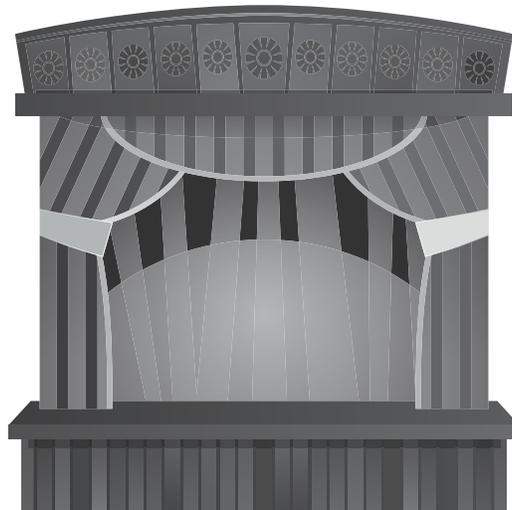
**Reading Horizons Discovery® Spelling Lesson Week 32**  
**Cloze Passage**

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

Lin sat in the \_\_\_\_\_ and watched the actor walk out on the stage. She could not tell who the actor was because her \_\_\_\_\_ was covered in a \_\_\_\_\_ white \_\_\_\_\_.

The whole \_\_\_\_\_ went \_\_\_\_\_, waiting for the actor's identity to be revealed.

For \_\_\_\_\_ long minutes, the anticipation was so \_\_\_\_\_ that Lin almost couldn't stand it. Finally, the \_\_\_\_\_ of cloth was removed. The actor was her \_\_\_\_\_!



**Reading Horizons Discovery® Spelling Lesson Week 32**  
**Cloze Passage**  
**Other Sounds of EA and IE/EI**

audience

eight

great

head

heavy

niece

piece

quiet

theater

veil

# Spelling Lesson Week 32

## Building Words Transfer Card 1

Words:

neat	head	great	idea	tie
thief	seize	eight	diet	ingredient

Sentence:

I have a neat idea for a meal with eight ingredients.

Name \_\_\_\_\_

There is more than one sound for the vowel pairs *ea* and *ie*. The *ie* can also reverse its letters in the spelling of some words.

### Lesson 95: Other Sounds for *EA* and *IE/EI*

The adjacent vowel *ea* has more than one sound.

1. *EA* says long *e*, as in Phonetic Skill 5.

crēam      mēal  
 xx\*      xx\*

2. *EA* says long *a*. Reverse the markings.

grēat      stēak  
 xx\*      xx\*

3. *EA* says short *e*. Mark under each vowel, and put an arc over both vowels with a short *e* on top of the arc.

dēaf      thrēad  
 xx\*      xx\*

4. Sometimes, *e* and *a* will each have its own sound in a syllable. Mark under each vowel with a dot, and put the sound it says above the vowel. Divide *ea* into syllables.

crēate      thēater  
 .      .      .      .  
 xx\*      xx\*

Read each of the following words. Then write each of the *ea* words in the column that shows the correct sound.

bread      stream      heavy      idea      Korea  
 break      beach      yea

long <i>e</i>	long <i>a</i>	short <i>e</i>	own syllable

Name \_\_\_\_\_

There is more than one sound for the vowel pairs *ea* and *ie*. The *ie* can also reverse its letters in the spelling of some words.

### Lesson 95: Other Sounds for *EA* and *IE/EI*

The adjacent vowel *ie* has more than one sound. Sometimes, the vowels are reversed in spelling and can take on a new sound.

- IE* says long *i*, as in Phonetic Skill 5: 
- IE* often reverses in marking. The *i* is silent, and the *e* is long: 
- I* comes before *e* EXCEPT after *c*. Reverse the letters: 
- Sometimes, when there is no *c* before it, the *ei* says long *a*. Mark both vowels, and place an arc above them, with a long *a* on top of the arc:   When *ei* is followed by a *gh*, the *gh* is silent: 
- The *i* and *e* can each have a vowel sound in their own syllables. Mark under each vowel with a dot, divide *ie* into syllables, and put the sound you hear above each vowel: 

Prove and read each word below.

tie            die            niece            yield  
rein            receive            eight            quiet

Write a sentence with an *ie/ei* word. Then read the sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

Word Bank

breakdown	creation	head
idea	theater	permeate
meadow	break	season
steak	release	great
breakable	create	heat
beach	weather	team
instead	ready	

Page intentionally left blank.

*Reading Horizons Discovery*® Spelling Lesson Week 32  
Sort and Spell 1  
Other Sounds of EA

Sort by Sounds for EA			
Long E	Long A	Short E	Both E and A

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

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

1. Let's \_\_\_\_\_ to the \_\_\_\_\_ this weekend to enjoy the sun and waves.

2. When we turn on the \_\_\_\_\_, the warm air will \_\_\_\_\_ the entire apartment.

3. Are you \_\_\_\_\_ to eat some \_\_\_\_\_ and green beans?

4. The bus that the baseball \_\_\_\_\_ uses had a \_\_\_\_\_ on the highway.

5. This is very cold \_\_\_\_\_ for this \_\_\_\_\_ of the year.

6. We can go to the zoo \_\_\_\_\_ of going to the movie \_\_\_\_\_.

7. We saw a \_\_\_\_\_, big moose in the \_\_\_\_\_ near our campsite.

8. If you \_\_\_\_\_ the toy plane from such a high place, I think it will \_\_\_\_\_.

9. I think that it is a good \_\_\_\_\_ to \_\_\_\_\_ a gift for grandpa's birthday.

10. The \_\_\_\_\_ of the crystal artwork was tricky because the glass is \_\_\_\_\_.

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

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

1. Which word rhymes with *fed*? \_\_\_\_\_

2. Which word rhymes with *vacation*? \_\_\_\_\_

3. Which word rhymes with *late*? \_\_\_\_\_

4. Which word rhymes with *seem*? \_\_\_\_\_

5. Which word rhymes with *permeate*? \_\_\_\_\_

*Reading Horizons Discovery*® Spelling Lesson Week 32

Sort and Spell 2

Other Sounds of *IE/EI*

<b>Sort by Sounds for <i>IE/EI</i></b>				
<b><i>IE</i> as Long <i>I</i></b>	<b><i>IE</i> as Long <i>E</i></b>	<b>Both <i>I</i> and <i>E</i></b>	<b><i>EI</i> as Long <i>A</i></b>	<b><i>EI</i> as Long <i>E</i></b>

Word Bank

tie	brief	seize	quiet
sleigh	chief	relief	client
niece	reins	receive	alien
audience	pie	die	eighty
neighbor	ceiling	perceive	vie

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 to \_\_\_\_\_ the horse's \_\_\_\_\_ when the animal started to gallop.

2. The team will \_\_\_\_\_ for the trophy at this weekend's game before a large \_\_\_\_\_ of spectators.

3. My \_\_\_\_\_, my sister's daughter, is the new fire \_\_\_\_\_ in her town.

4. The \_\_\_\_\_ of this concert hall must be \_\_\_\_\_ feet high!

5. I think that the plant that belongs to my \_\_\_\_\_ will \_\_\_\_\_ from a lack of water.

6. Customers who visit our bakery on Friday will \_\_\_\_\_ a free apple \_\_\_\_\_.

7. If you can wait a moment, I need to make a \_\_\_\_\_ phone call to my most important \_\_\_\_\_.

8. What a \_\_\_\_\_ that there is peace and \_\_\_\_\_ in this room!

9. They will \_\_\_\_\_ a ribbon on the new winter \_\_\_\_\_.

10. In this story, there is an \_\_\_\_\_ from outer space who can \_\_\_\_\_ what a person thinks.

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

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

1. Which words rhyme with *sigh*? \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

2. Which word rhymes with *sneeze*? \_\_\_\_\_

3. Which word rhymes with *peace*? \_\_\_\_\_

4. Which word rhymes with *hay*? \_\_\_\_\_

5. Which word rhymes with *giant*? \_\_\_\_\_