



3rd Grade Packet

Sounds of *EU* and *EW*

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 34: Sounds of *EU* and *EW*

Spelling Skill: The letter combinations *ew* and *eu* are used to spell two different vowel sounds: /oo/ as in *new/neutral* and /yū/ as in *few/feud*. *Ew* will usually appear at the end of a root word or in the middle of a word before a vowel or the letters *t* or *n* (e.g., *sewer, pewter, strewn*). *Eu* is generally used at the beginning of a word and before a consonant sound (e.g., *eucalyptus, sleuth*). Even though this is rare, *eu* can also split to spell long *e* and short *u*. This will usually occur in the last syllable of a Latin-based word (e.g., *museum, colosseum*).

Example Word	<u>Word Bank</u>		Most Common Words
	Skill Words		
 	newt neutral Europe museum jewel	chew newborn neutron eucalyptus sleuth flew knew euphoric stew deuce	always almost talk body young

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. Include as many words from the word bank in one sentence as you can.	5. Spell and prove three skill words from the word bank.	6. Spell and prove two skill words from the word bank in which <i>eu</i> or <i>ew</i> make the sound /yū/.
7. Spell and prove two skill words from the word bank.	8. Spell and prove two skill words from the word bank in which <i>eu</i> or <i>ew</i> make the sound /oo/.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 34

Building Words
Review Activity for Spelling Lesson Week 34
Sounds of EU and EW

A	E	I	Or	Eu	Ew	D	F
L	N	R	S	T	Ph	Th	

f d ew eu or i e a

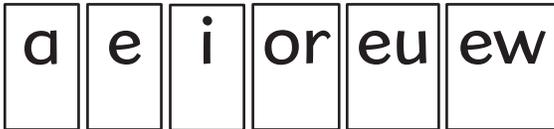
th ph t s r n l

Review Activities Lesson Week 34

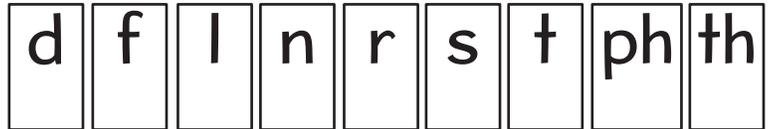
Building Words Review Activity for Spelling Lesson Week 34 Sounds of *EU* and *EW*

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 34.

Building Words

Let's practice spelling words with the *e-u* and *e-w* spellings. Remember, *e-u* is usually used at the beginning or middle of a word, and *e-w* often appears at the end of a word.

1. Spell the word **new**. There is a *new* table in the room.
2. Change the word *new* to spell **few**. A *few* papers fell to the floor.
3. Change the word *few* to spell **stew**. We ate vegetable *stew* for lunch.
4. Change the word *stew* to spell **drew**. She *drew* a picture of the main character.
5. Spell the word **feud**. There was a *feud* between the two groups.
6. Spell the word **sleuth**. A *sleuth* is another name for a detective.

Let's try spelling some words with more than one syllable. First let's try some multi-syllabic words with the *e-u* spelling.

7. Say the word **euphoria**. Spell the first syllable. Spell /yū/. Spell the second syllable, which uses the Digraph *p-h*. Spell /for/. Spell the third syllable. Spell /ē/. Spell the last syllable. Spell /ə/. Put the syllables together to spell *euphoria*. The team had a feeling of *euphoria* after their win.
8. Say the word **neutral**. Spell the first syllable. Spell /nū/. Spell the second syllable, which has a schwa sound but is spelled with the letter *a*. Spell /trəl/. Put the syllables together to spell *neutral*. We remained *neutral* during the argument.

Now let's spell some multi-syllabic words that use the *e-w* spelling.

9. Say the word **nephew**. Spell the first syllable, which uses the Digraph *p-h*. Spell /něf/. Spell the last syllable. Spell /yū/. Put the syllables together to spell *nephew*. The uncle took his *nephew* to the park.
10. Say the word **sewer**. Spell the first syllable. Spell /sū/. Spell the second syllable. Spell /er/. Put the syllables together to spell *sewer*. The water drained into the *sewer*.

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).

Reading Horizons Discovery® Spelling Lesson Week 34
Cloze Passage

Name _____ Date _____

A construction _____ digging near a very old _____

uncovered a sparkling red _____. An artist _____ a

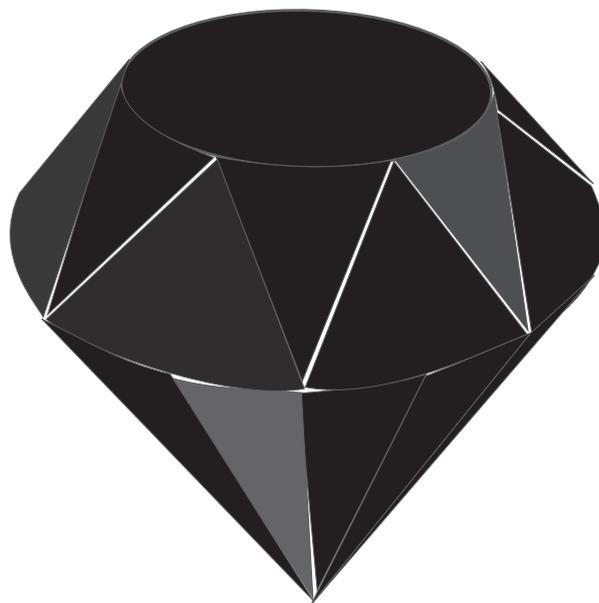
picture of the rare find to accompany an article in the _____.

A _____ experts from a famous _____ in _____

got on a plane and _____ to the construction site. After

studying the gem for a short while, they _____ it was the

discovery of a lifetime.



Reading Horizons Discovery® Spelling Lesson Week 34
Cloze Passage
Sounds of *EU* and *EW*

colosseum

crew

drew

Europe

few

flew

jewel

knew

museum

newspaper

Spelling Lesson Week 34

Building Words Transfer Card 1

Words:

new	few	stew	drew	feud
sleuth	euphoria	neutral	nephew	sewer

Sentence:

The new sleuth stopped the feud over jewelry.

Name _____

Eu and *ew* each share two sounds. *Eu* is not used at the ends of words.

Lesson 97: Sounds of *EU* and *EW*

Eu and *ew* each have two sounds. They can both have the sound of long *u* (*feud* and *few*) and /oo/ (*neutral* and *new*). The *eu* spelling is not used at the end of a word, where as the *ew* is.

Prove and read the *eu* and *ew* words below.

chew

sleuth

pewter

grew

neutron

knew

threw

Eugene

neutral

curfew

Use the clues to write the correct words in the crossword boxes.

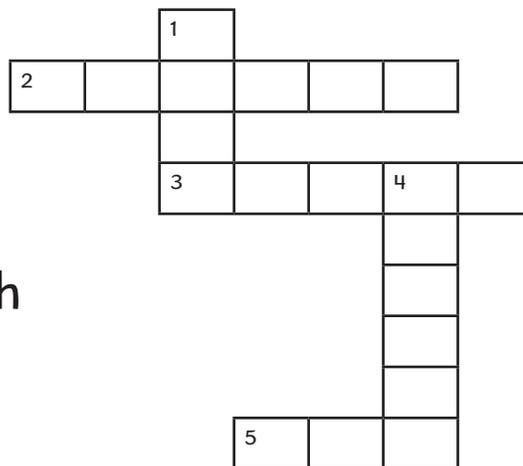
Clues

Across:

2. A detective
3. Means two
5. A bench in a church

Down:

1. A fight
4. Time to be home



curfew
pew
deuce
sleuth
feud

Reading Horizons Discovery® Spelling Lesson Week 34
Sort and Spell 1
Sounds of *EU* and *EW*

Sort by Spelling	
<i>EU</i>	<i>EW</i>

Word Bank

neutrons	few
new	blew
stew	sleuth
nephew	knew
neutral	feud
drew	jewel
threw	

Page intentionally left blank.

Name _____ Date _____

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

1. For dinner, we ate a pot of beef _____ and apple pie.

2. Atoms are tiny objects made of electrons, protons, and _____.

3. This book describes a long _____ between two kingdoms.

4. The smart _____ was able to find the sparkling _____ that was missing.

5. A _____ of my shirts are bright colors, but most are _____ tones.

6. After I passed the ball to Jin, he _____ it to Fran.

7. She gave a _____ bike to her _____ on his birthday.

8. Sal _____ on a sheet of paper while Nick _____ bubbles.

9. I _____ how to complete all of the items on the homework sheet.

Reading Horizons Discovery® Spelling Lesson Week 34
Sort and Spell 2
Sounds of *EU* and *EW*

Sort by Vowel Sound	
<i>EU/EW</i> as /yū/ as in <i>cue</i>	<i>EU/EW</i> as /oo/ as in <i>zoo</i>

Word Bank

pewter	spew
pew	feud
few	nephew
newt	new
blew	sleuth
knew	screw
dew	grew
skew	

Page intentionally left blank.

Name _____ Date _____

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

1. The children got into a _____ over who should own the _____ plate.

2. If you take out that _____, the pipe will come loose and _____ water all over.

3. She _____ up to become a famous _____ who solved mysteries.

4. He gently _____ the tiny drops of _____ from the blade of grass.

5. My sister, her husband, and my _____ sat down in a _____ at the back of the room.

6. There are a _____ more cookies left in the bag.

7. Take care that your toy car does not _____ across the track.

8. Yes, I _____ that she got a pet _____.

9. He just got a brand _____ truck.

Name _____ Date _____

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

1. Which word means *turn*? _____

2. Which word means *pour out*? _____

3. How many words have a Digraph? _____

4. How many words have two syllables? _____

5. What three consonant sounds come before the long *u* (/yū/) sound? _____