



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

Practicing Multisyllabic Words

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 35: Practicing Multi-Syllabic Words

**Spelling Skill:** When spelling words with two or more syllables, students should say the word syllable by syllable, spell each syllable one at a time applying the skills they have learned, and then check their spelling.

<b>Example Word</b>	<b>Word Bank</b>		<b>Most Common Words</b>
	<b>Skill Words</b>		
	loyal permeate gymnasium expectation stadium	flower understood diagnosis gravel customer	hospital patio auditorium independence electric
			do does don't both group

### 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. Include as many words from the word bank in one sentence as you can.	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 word from the word bank. Then draw a picture to illustrate the meaning of the word.
7. Spell and prove two skill words from the word bank.	8. Spell and prove two skill words from the word bank that contain Murrur Diphthongs.	9. Spell and prove two skill words from the word bank.

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

# Review Activities Lesson Week 35

Building Words  
Review Activity for Spelling Lesson Week 35  
Practicing Multi-Syllabic Words

<b>A</b>	<b>E</b>	<b>O</b>	<b>U</b>	<b>I</b>	<b>C</b>	<b>L</b>	<b>M</b>
<b>M</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>V</b>			

**m l c i n o e a**

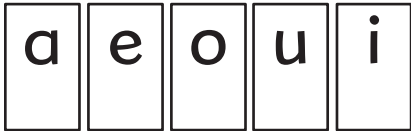
**v t s r m**

# Review Activities Lesson Week 35

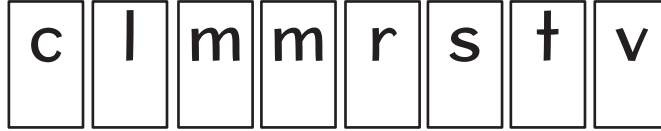
## Building Words Review Activity for Spelling Lesson Week 35 Practicing Multi-Syllabic Words

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 35.

### Building Words

Let's practice spelling multi-syllabic words.

1. Say the word **marvelous**. This word ends with the suffix *o-u-s*. Spell the first syllable. Spell /**mar**/. Spell the second syllable, which has a schwa sound spelled with the letter *e*. Spell /**vəl**/. Spell the suffix. Spell /**ūs**/. Put the syllables together to spell *marvelous*. The view from the top of the mountain is *marvelous*.
2. Say the word **memorial**. This word has the reversed vowels *i-a*. Spell the first syllable. Spell /**mēm**/. Spell the second syllable. Spell /**or**/. Spell the third syllable. Spell /**ē**/. Spell the last syllable, which has a schwa sound spelled with the letter *a*. Spell /**əl**/. Put the syllables together to spell *memorial*. The students participated in the *memorial* service.
3. Say the word **recital**. This word contains a Rainbow *S*. Spell the first syllable. Spell /**rē**/. Spell the second syllable. Spell /**sī**/. Spell the last syllable, which contains a schwa vowel sound spelled with the letter *a*. Spell /**təl**/. Put the syllables together to spell *recital*. We all performed at the piano *recital*.
4. Say the word **customer**. Spell the first syllable. Spell /**cüst**/. Spell the second syllable, which contains a schwa sound spelled with the letter *o*. Spell /**ə**/. Spell the last syllable. Spell /**mer**/. Put the syllables together to spell *customer*. The employee helped the *customer* find the right product.
5. Say the word **elastic**. This word has a Blend that splits. Spell the first syllable. Spell /**ē**/. Spell the second syllable. Spell /**lās**/. Spell the last syllable. Spell /**tīk**/. Put the syllables together to spell *elastic*. My favorite pajama pants have *elastic* at the top.

### 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, in one column, as many words as they can that have three syllables. In a second column, have them write as many words as they can that have four syllables.

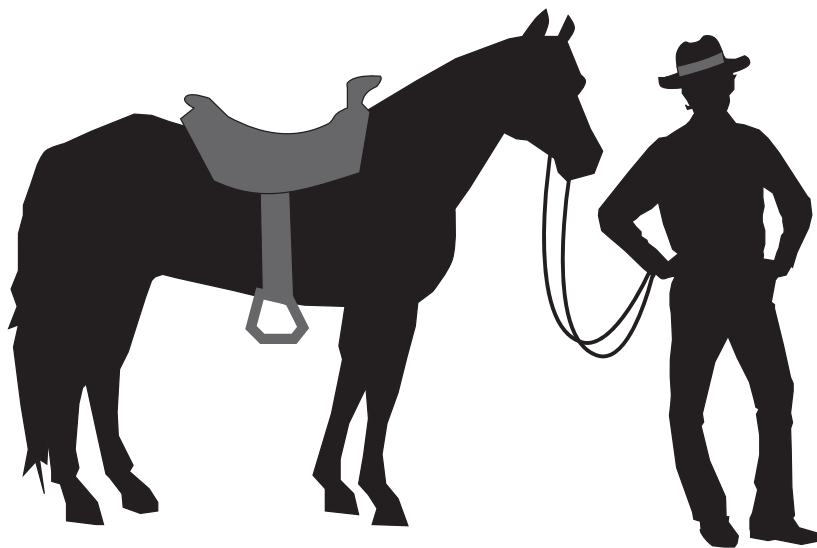
### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 35. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 35**  
**Cloze Passage**

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

Have you ever wanted to \_\_\_\_\_ to a large \_\_\_\_\_  
to watch a \_\_\_\_\_? If it is \_\_\_\_\_, there will be cows,  
horses, cowboys, and cowgirls. The excited \_\_\_\_\_ will pay  
close \_\_\_\_\_ to the action as the performers try to \_\_\_\_\_  
getting hurt. Riding a bucking \_\_\_\_\_ and roping steers can be  
dangerous, after all. Even a \_\_\_\_\_ rider might \_\_\_\_\_  
an injury.





**Reading Horizons Discovery<sup>®</sup> Spelling Lesson Week 35**  
**Cloze Passage**  
**Practicing Mutli-Syllabic Words**

attention      audience      authentic      avoid

bronco      champion      receive

rodeo      stadium      travel

# Spelling Lesson Week 35

## Building Words Transfer Card 1

Words:

marvelous   memorial   recital   customer   elastic

Sentence:

They hosted a marvelous recital at the memorial.

Name \_\_\_\_\_  
-----  
\_\_\_\_\_

This review exercise provides practice proving and reading words with more than one syllable.

## Lesson 99: Practicing with Multi-Syllabic Words

Use all of the decoding skills to prove these longer words! Then read each word.

independence

understand

superintendent

pharmacy

prescription

vacation

employment

explanation

instruction

ingredient

Using the words from the list above, unscramble the word at the end of each sentence to complete the definition.

1. A place to get prescriptions \_\_\_\_\_ ampyarch
2. A single thing in a recipe \_\_\_\_\_ tingdreien
3. To explain something \_\_\_\_\_ lenpanaitox

*Reading Horizons Discovery*® Spelling Lesson Week 35

Sort and Spell 1

Practicing Multi-Syllabic Words

<b>Sort by Number of Syllables</b>			
<b>1 Syllable</b>	<b>2 Syllables</b>	<b>3 Syllables</b>	<b>4 Syllables</b>

Word Bank

day	bubbles	cookies
accident	communicate	society
violin	maneuver	umbrella
solution	geometric	smooth
knee	bird	independent
juice	copy	rainbow
party	conversation	

Page intentionally left blank.

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

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

1. I drained the pulp so that the orange \_\_\_\_\_ is very \_\_\_\_\_.

2. We ate the \_\_\_\_\_ that the math students had cut into \_\_\_\_\_ shapes.

3. It will be a rainy \_\_\_\_\_, so you should take your \_\_\_\_\_.

4. I had a good \_\_\_\_\_ with him when we spoke at the birthday \_\_\_\_\_.

5. She saw the \_\_\_\_\_ in the sky when a \_\_\_\_\_ flew past her.

6. He is becoming more \_\_\_\_\_ by finding a \_\_\_\_\_ to the problem on his own.

7. The child giggled when the \_\_\_\_\_ landed on her \_\_\_\_\_.

8. I think that a musical instrument like a \_\_\_\_\_ can \_\_\_\_\_ feelings.

9. Our whole \_\_\_\_\_ can work together to prevent this kind of \_\_\_\_\_.

10. My team wants to \_\_\_\_\_ the \_\_\_\_\_ they saw your team make.

*Reading Horizons Discovery*® Spelling Lesson Week 35

Sort and Spell 2

Practicing Multi-Syllabic Words

<b>Sort by Skill</b>			
<b>Sounds of EU/EW</b>	<b>Reversed Vowels</b>	<b>Sounds for EA</b>	<b>Sounds for IE/EI</b>



Word Bank

maneuver	gradual	pleasant
audience	pharmaceutical	therapeutic
podium	feather	believe
ingredient	streusel	radiate
patio	reason	theater
science	diesel	euphoric
meteor	heavy	

Page intentionally left blank.

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

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

1. The speaker had to \_\_\_\_\_ around the \_\_\_\_\_ that was in the center of the stage.

2. They can drive the truck that uses \_\_\_\_\_ fuel to haul the \_\_\_\_\_ crates.

3. We sat outside on the \_\_\_\_\_ and enjoyed some \_\_\_\_\_ conversation.

4. The soft goose \_\_\_\_\_ from the pillow made a \_\_\_\_\_ fall to the ground.

5. At the \_\_\_\_\_, they saw a film about a huge \_\_\_\_\_ that was going to crash into the planet.

6. For what \_\_\_\_\_ did you decide to put a \_\_\_\_\_ topping on the pie?

7. In \_\_\_\_\_ class, the teacher explained how heat will \_\_\_\_\_ out from an object.

8. The \_\_\_\_\_ in the arena made a \_\_\_\_\_ cheer when the team won!

9. These experts \_\_\_\_\_ that exercise can be a good form of \_\_\_\_\_ treatment.

10. What is the main \_\_\_\_\_ in this \_\_\_\_\_ product that the doctor prescribed?

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

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

1. Which word means *slow*? \_\_\_\_\_

2. How many words have the long *i* vowel sound? \_\_\_\_\_

3. How many words with reversed vowels are verbs?  
\_\_\_\_\_

4. How many words have four syllables? \_\_\_\_\_

5. How many words have five syllables? \_\_\_\_\_