



3rd Grade Packet

Voiced and Voiceless *TH* Digraphs
Digraphs *CH, SH, WH, and PH*

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 B) Spelling LESSON WEEK 4: Voiced and Voiceless and the TH Digraphs Digraphs CH, SH, WH, and PH

Spelling Skill: Digraphs are two consonants together that spell one sound. The spelling of the *th* Digraph has a voiced and a voiceless sound (e.g., *this* and *think*). If a word ends in a *th* Digraph, *-s* must be added to make a plural (e.g., *paths*). The spelling for the sound /ch/ is *ch* (e.g., *chat*). The spelling for the sound /sh/ is *sh* (e.g., *dish*). If a word ends in a *ch* or *sh* Digraph, the ending *-es* must be added to make a plural (e.g., *dishes*). The *wh* Digraph used to be pronounced /hw/, but in many American dialects, the *wh* spelling now represents the sound of *w* (e.g., *when*). The Digraph *ph* (as in *graph*) is a new spelling for the consonant sound /f/, but /f/ is usually spelled *f* or *ff*.

Example Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
	thank shut them crush +cloth	whiff +brush chill whiz +flash	+rich whisk shop chess this	some number could how one

The plus sign (+) is seen in front of words that can have suffixes *-s* or *-es* added to them to make the words plural. When practicing spelling words with *-s* or *-es*, first mark the root word, then rewrite the word with the suffix, and underline the suffix.

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 mark two skill words from the word bank.	2. Change the vowel in the word <i>flash</i> to make a new word.	3. Spell and mark two skill words from the word bank.
4. Write two skill words that have the voiceless sound of the <i>th</i> Digraph.	5. Spell and mark three skill words from the word bank.	6. Spell and mark a root word (+) from the word bank. Then, rewrite the word adding the correct suffix to make the word plural and underline the suffix.
7. Spell and mark two skill words from the word bank.	8. Choose one skill word from the word bank. Write the word, and then draw a picture to illustrate the meaning of the word.	9. Spell and mark two skill words from the word bank.

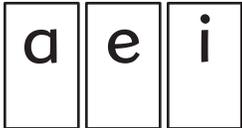
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 4

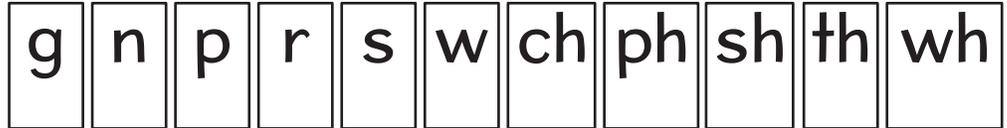
Building Words Review Activity for Spelling Lesson Week 4 Voiced and Voiceless and Digraphs *TH, CH, SH, WH, and PH*

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 4.

Building Words

Let's start by spelling words with the *th* Digraph, using the Sounds Cards.

1. Use four letters to spell the word ***path***. Is the *th* Digraph in *path* voiced or voiceless? (voiceless) That is right; it is voiceless. That *path* goes around the pond.
2. Use four letters to spell the word ***this***. Is the *th* Digraph in *this* voiced or voiceless? (voiced) That is right; it is voiced. I would like to read *this* book.
3. Spell the word ***with***. Is the *th* Digraph in *with* voiced or voiceless? (voiceless) That is right; it is voiceless. We invited him to play *with* us.

Now we will spell words that use other Digraphs.

4. Spell the word ***wish***. I *wish* that I could visit my friend in Japan.
5. Spell the word ***chin***. You can rest your *chin* on your hand.
6. Spell the word ***chip***. He picked up the *chip* of wood from the floor.
7. Change the Digraph in *chip* to spell the word ***ship***. Her mother is captain of the *ship*.
8. Spell the word ***when***. *When* will they arrive?
9. The next word has a Blend at the beginning and a Digraph at the end. Spell the word ***graph***. This *graph* shows how many books we read each week.
10. This word has one Digraph at the beginning and another Digraph at the end. Spell the word ***which***. I know *which* coat is mine.

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 4. Check for accuracy and automaticity.

Review Activities Lesson Week 4

Building Words

Review Activity for Spelling Lesson Week 4

Voiced and Voiceless and Digraphs **TH, CH, SH, WH,** and **PH**

A	E	I	G	N	P	R	S
W	Ch	Ph	Sh	Th	Wh		

s r p n g i e a

wh th sh ph ch w

Reading Horizons Discovery® Spelling Lesson Week 4
Cloze Passage

Name _____ Date _____

Steph likes to jog on a _____ by the pond. Frogs _____
and _____ swim in the spring. _____ there is no sun, Steph gets
a _____. This time, there was _____ on the path. "I _____ I could
grab it," said Steph. She put cans, cups, and _____ bags in a bin.



Reading Horizons Discovery® Spelling Lesson Week 4
Cloze Passage
Voiced and Voiceless and the TH Digraphs;
and Digraphs CH, SH, WH, and PH

chill

chip

fish

path

splash

think

trash

when

Spelling Lesson Week 4

Building Words Transfer Card 1

Words:

path	this	with	wish	chin
chip	ship	when	graph	which

Sentence:

Which graph has the path of the ship?

Name _____

Two Digraphs look the same but have different sounds. They are th (*the*) and th (*thud*).

Lesson 27: Voiced and Voiceless and the TH Digraphs

Write and mark the *th* Digraphs below. Then mark and read the words that follow. The first two words have been done for you.

voiced 

th th th

voiceless 

th th th

them

thud

that

thin

this

thank

then

with

than

path

Write a sentence with one of the *th* Digraph words. The read the sentence.

Name _____

Digraphs are two consonants that make one sound. They are marked with an arc: ch (*chat*), sh (*ship*), wh (*whip*), and ph (*graph*).

Lesson 28: Digraphs CH, SH, WH, and PH

Write and mark each Digraph two times. Say the sound of each Digraph. Then mark and read the words that follow. The first words have been done for you.

ch

sh

wh

^f
ph

ch_xat

sh_xut

wh_xen

^f
ph_xgraph

chest

cash

whiff

much

brush

wham

lunch

shaft

which

Reading Horizons Discovery® Spelling Lesson Week 4

Sort and Spell 1

Voiced and Voiceless and the *TH* Digraphs

Sort by Voiced and Voiceless <i>TH</i> Digraphs	
Voiced	Voiceless

Word Bank

them	with	they
bath	math	the
thing	cloth	this
moth	thank	that
their	thin	than
think	path	then

Page intentionally left blank.

Name _____ Date _____

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

1. You are fun to be _____.

2. I like _____ ham more _____ the eggs.

3. I will have a _____ and _____ go to bed.

4. Seth and Thad add in _____ class.

5. Did you _____ to _____ your mom?

6. _____ saw a _____ on the _____.

7. _____ is _____ and has a rip.

8. What is _____ the kids have with _____?

Name _____ Date _____

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

1. How many words end in a voiced *TH* Digraph? _____

2. How many words end with a voiceless *TH* Digraph?

3. Write two pairs of rhyming words from the sort that end with voiceless *TH* Digraphs. _____
_____, _____

4. Do any of the words that have voiced *TH* Digraphs rhyme? _____

5. How many words start with a voiceless *TH* Digraph?

Word Bank

which	which	fish
graph	chin	shell
when	Ralph	much
wish	whiz	chat
shop	whiff	chop
trash	chill	shed
such		

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 4

Sort and Spell 2

Digraphs CH, SH, WH, and PH

Sort by Digraphs			
CH	SH	WH	PH

Name _____ Date _____

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

1. _____ is a _____ with math; he is the best in the class.

2. We got a _____ of bad _____ from the _____.

3. I _____ we could go to the mall to _____.

4. _____ one of these is your _____, Phil?

5. _____ did you get that cut on your _____?

6. Look at the _____ that Min got by the water.

7. We have so _____ to _____ about.

8. There is _____ a _____ in the air.

9. Will you _____ the ham into small bits?

10. Put your sled in the _____.

Name _____ Date _____

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

1. How many words from the sort end with the *SH* Digraph? _____

2. Write the words from the sort that end with the *PH* Digraph. _____

3. How many words from the sort begin with the *SH* Digraph? _____

4. Write the words from the sort that begin with the *CH* Digraph. _____

5. Which word can be placed into two of the columns because it contains two Digraphs? _____

