

PHONICS

Grade

3

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ULTIMATE ADVANTAGE AWARD AND QUIZ CARDS

CREDITS

Concept Development: Kent Publishing Services, Inc.

Written by: Sara Schwartz

Editor: Carla Hamaguchi

Designer/Production: Moonhee Pak/Corina Chien

Illustrator: Darcy Tom

Art Director: Tom Cochrane

Project Director: Carolea Williams

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Introduction

The Ultimate Advantage Phonics Series builds a solid foundation for phonics instruction with expertly written activities that lay the groundwork for reading success.

Take a look at all the ultimate advantages this phonics series offers!

Expert Skill Instruction

- **Phonemic awareness** activities focus on developing the awareness that words make sounds.

A child's level of phonemic awareness is a key factor in predicting reading success.

- **Letter recognition** and letter-sound relationship activities help children identify uppercase and lowercase letters and relate them to their individual letter sounds.

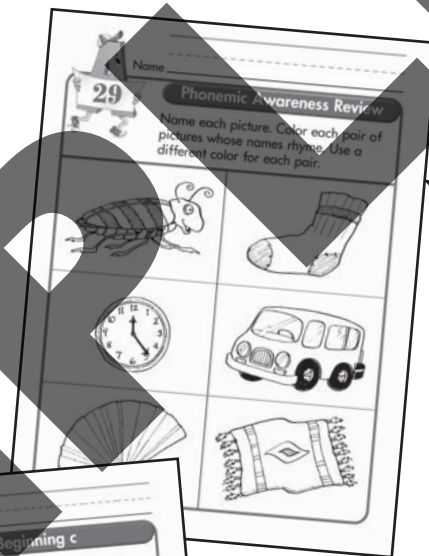
- **Teaching support** at the top of each activity page helps children work independently.

- **Sight words** highlighted throughout the series support fluid recognition of these frequently encountered words that every child must be able to read.

- **An expertly designed sequence** of phonics activities enables children to immediately transfer phonics instruction to actual reading.

- **A *Put It All Together* mini-book** activity at the end of each unit combines all the skills practiced in the unit in an authentic reading situation.

- **A comprehensive answer key** makes checking answers quick and easy.



phonemic awareness



teaching component



authentic reading

Introduction

Motivational Format

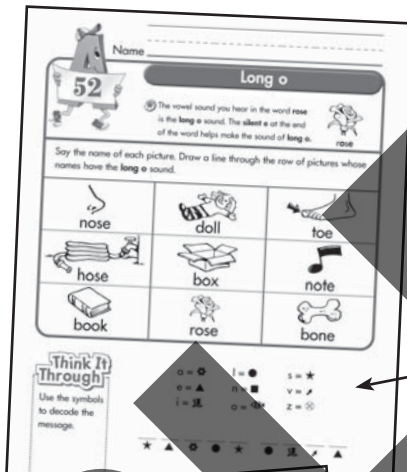
- **Enhanced features** like the *Get Ahead* problem-solving puzzles and *Think It Through* brainteasers stimulate children's interest while building essential skills.
- **The Ultimate Advantage character mascot** helps introduce each letter.
- **A tracking sheet** allows children to track their progress as they work their way from activity 1 to 100.
- **An award certificate** recognizes children's completed progress and rewards their achievement.

Built-In Assessment

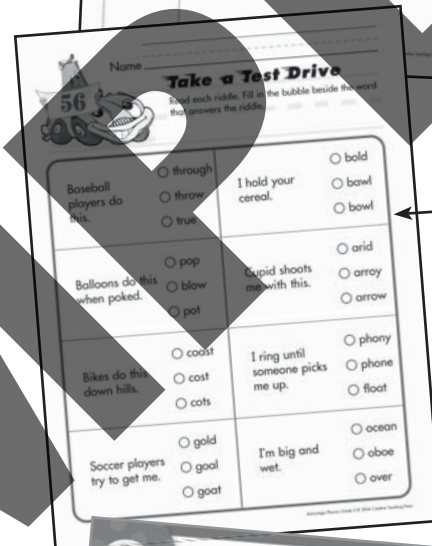
- **Unit reviews** with mixed-skill practice ensure mastery of key skills before moving on to new instruction.
- **Test preparation practice** modeled after national standardized and proficiency tests appears at the end of each unit. These *Take a Test Drive* pages provide practice in a variety of test-taking formats, including multiple choice and short response, in order to build children's test-taking confidence.

Ultimate Advantage Quiz Cards

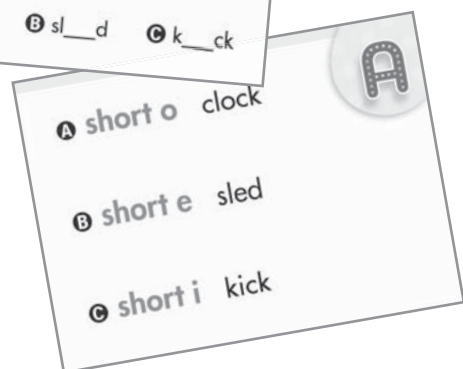
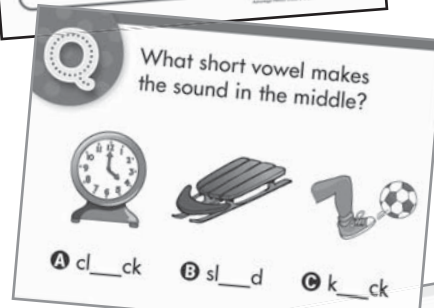
- **Engaging two-sided cards** with short, fun questions and answers extend the workbook's phonics instruction and reinforce learning.
- **Play options** accompany the quiz cards so they can be used independently or with a partner.



fun puzzles



skill review and test-taking practice

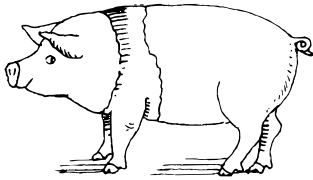


Name _____

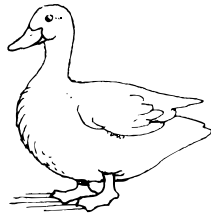


Segmenting

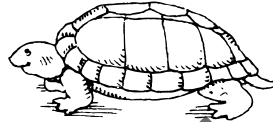
The beginning consonants are missing. Say the name of each animal. Write the missing consonant.



___ig



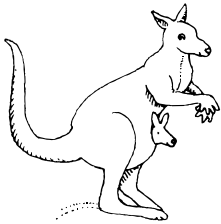
___uck



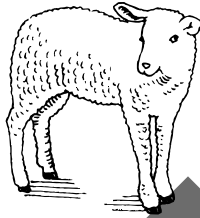
___urtle



___orse



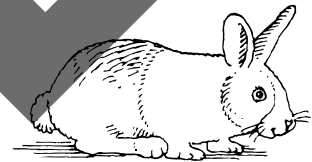
___angaroo



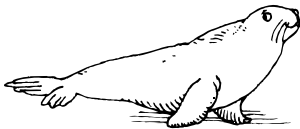
___amb



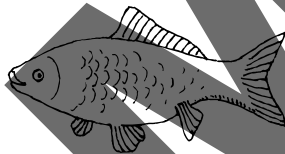
___amster



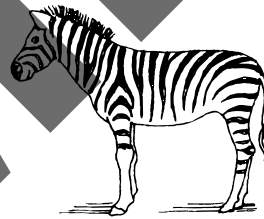
___abbit



___eal



___ish



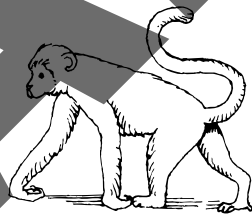
___ebra



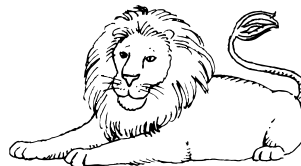
___utterfly



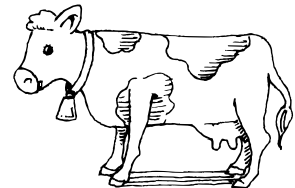
___oat



___onkey



___ion



___ow

Get Ahead

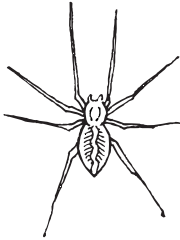
Practice rhyming words. Use these endings from this page: ___ig, ___eal, ___oat. How many rhyming words can you write?

Name _____

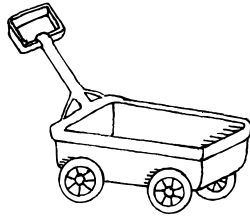


Segmenting

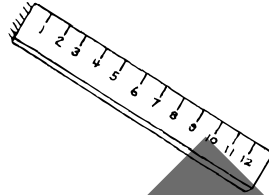
Some middle consonants are missing. Say the name of each picture. Write the missing consonant.



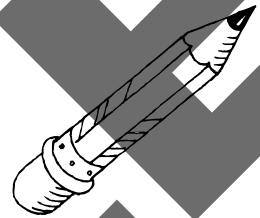
spi____er



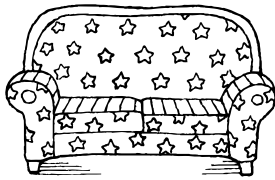
wa____on



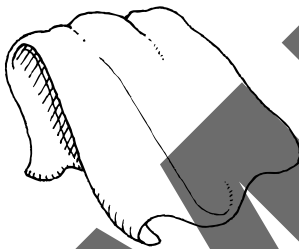
ru____er



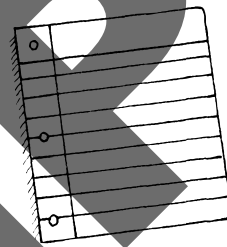
pe____cil



so____a



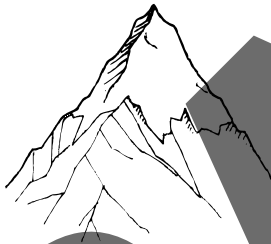
blan____et



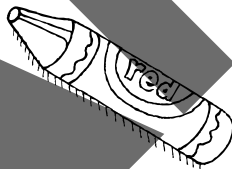
pa____er



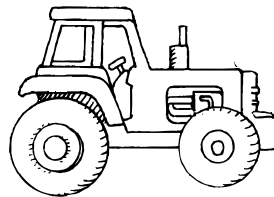
neck____ace



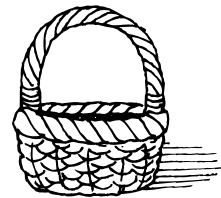
moun____ain



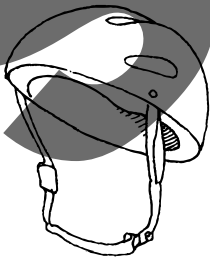
cra____on



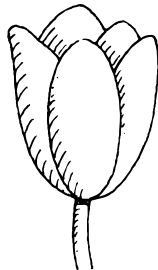
tra____tor



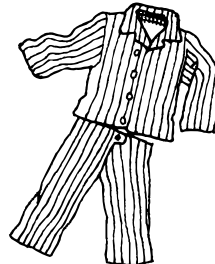
bas____et



he____met



tu____ip



pa____amas



mo____ster



Name _____

Put It All Together

Write a word from the story to complete each rhyme.

1 On the way home, Kay **feared**

what her mom would say because the ink had _____.

2 Kay didn't buy soap for the **sink**

because she couldn't read the _____.

3 Was it really Kay's **fault**

that by mistake she bought _____?

4 Mrs. Oakley wanted the items that **day**,

but she didn't blame _____.

5 After dinner, Kay took a bike **ride**,

but it was still raining _____.

6 What did Kay buy instead of the milk?

pickles

mints

salt

7 What might Mrs. Oakley say next? "Next time, Kay, make sure you
_____ the list before leaving the house!"

forget

read

feed

Name _____



Letter Combinations ow and ou

The letters **ow** may have the sound in **now** or the sound in **low**. The vowels **ou** may have the sound in **out**. Write a word from the word box to match each clue. For the **ow** words, write **now** or **low** to match the sound.

snow	yellow	blow	gown	tower	shout
spout	brown	ouch	south	pound	clown

the color of the sun

it falls from clouds in the winter

a dress

the place water comes out of a teapot

what people may do when they are excited

a measure of weight

the color of tree bark

the opposite of **north**

what you might say when you skin your knee

someone who makes people at a circus laugh

in fairy tales, a princess may be trapped in one

what the wind does

Name _____



Irregular Plurals

★ Some naming words don't follow rules for making plurals. Memorize irregular plurals.

Read the phrase. Fill in the blank.

one child

two _____

one _____

two sheep

one deer

two _____

one _____

two women

one _____

two teeth

one foot

two _____

one goose

two _____

one man

two _____

Think It Through

What do these animals have in common: sheep, trout, salmon, and deer? (Hint: it has something to do with plurals.)

Name _____



Plural Review

Read the naming words in the word box. Write the plurals on the chart.

candy	cousin	elephant	person	clash
life	bunch	calf	bluff	spray
elf	country	display	mouse	child

Add s	Add es	y to i + es	f to v + es	Irregular

Name _____



Possessives

★ Use an **apostrophe** and **s** to show that one person or thing owns or has something. Use just an apostrophe for plural nouns that end in **s**.



cat's toy



cats' toy

Rewrite the phrase to show possession.

the bottles of the babies

the prices of the cars

the seeds of the hamster

the tower of the museum

the wigs of the clowns

the magazines of the children

the slippers of the ballerina

the computer of Sara

the brushes of the painter

the skyline of the city

Name _____



Compound Words

★ **Compound words** are two smaller words combined to make a new word.
wash + cloth = washcloth butter + fly = butterfly

Write the two words that make each compound word.

shoelace

wristwatch

watermelon

breakfast

snowboard

goldfish

popcorn

daydream

fruitcake

thumbtack

airport

carpool

outstanding

paperback

touchdown

headquarters

Get Ahead

These compound words are stuck together. Make lines to show where new words begin.

jellyfishleftovergrasshoppertoenailponytail
cupboardfootballsidewalk



Name _____

Color a circle each time you complete an activity.

