

# PHONICS

Grade

3

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## ULTIMATE ADVANTAGE AWARD AND QUIZ CARDS

## CREDITS

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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.

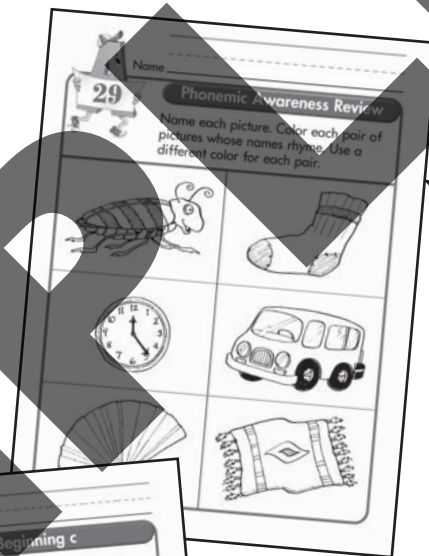
- **Teaching support** at the top of each activity page helps children work independently.

- **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

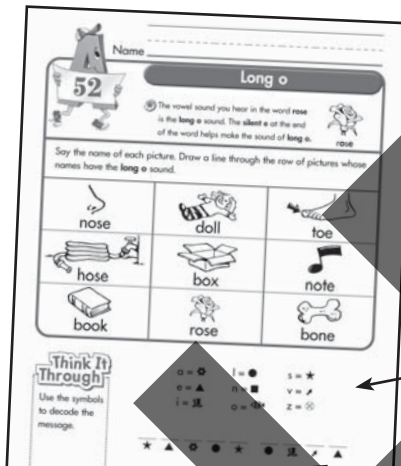
- **Enhanced features** like the *Get Ahead* problem-solving puzzles and *Think It Through* brainteasers stimulate children's interest while building essential skills.
- **The Ultimate Advantage character mascot** helps introduce each letter.
- **A tracking sheet** allows children to track their progress 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

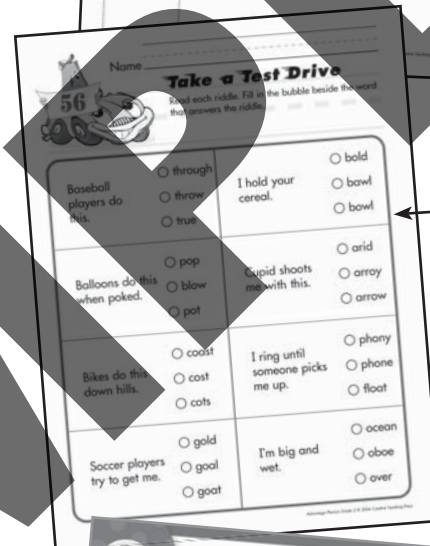
- **Unit reviews** with mixed-skill practice ensure mastery of key skills before moving on to new instruction.
- **Test preparation practice** modeled after national standardized and proficiency tests appears at the end of each unit. These *Take a Test Drive* pages provide practice in a variety of test-taking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

## Ultimate Advantage Quiz Cards

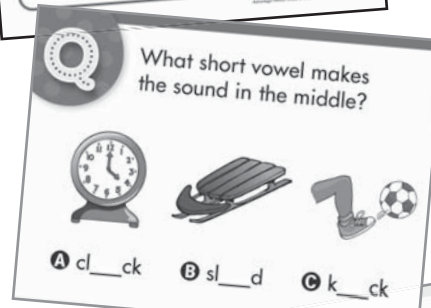
- **Engaging two-sided cards** with short, fun questions and answers extend the workbook's phonics instruction and reinforce learning.
- **Play options** accompany the quiz cards so they can be used independently or with a partner.



fun puzzles



skill review and test-taking practice

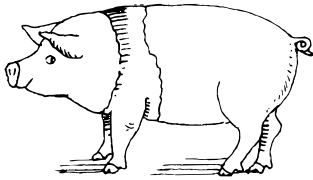


Name \_\_\_\_\_

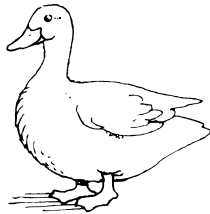


## Segmenting

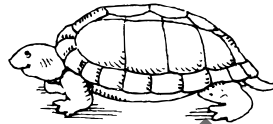
The beginning consonants are missing. Say the name of each animal. Write the missing consonant.



\_\_\_ig



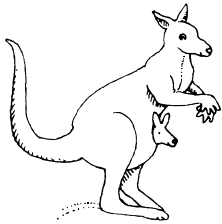
\_\_\_uck



\_\_\_urtle



\_\_\_orse



\_\_\_angaroo



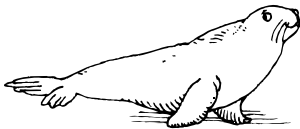
\_\_\_amb



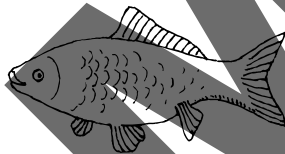
\_\_\_amster



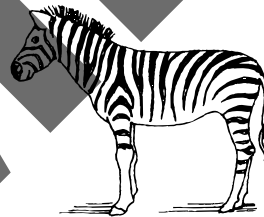
\_\_\_abbit



\_\_\_eal



\_\_\_ish



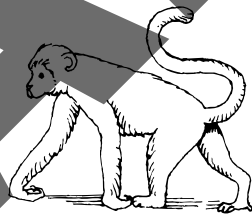
\_\_\_ebra



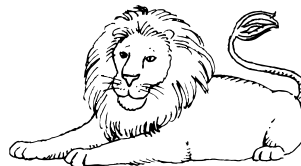
\_\_\_utterfly



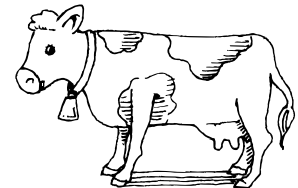
\_\_\_oat



\_\_\_onkey



\_\_\_ion



\_\_\_ow

### Get Ahead

Practice rhyming words. Use these endings from this page: \_\_\_ig, \_\_\_eal, \_\_\_oat. How many rhyming words can you write?

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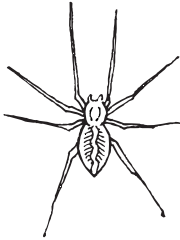
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Name \_\_\_\_\_

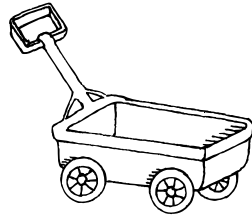


## Segmenting

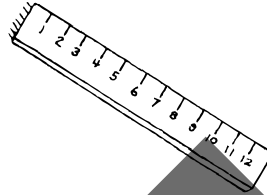
Some middle consonants are missing. Say the name of each picture. Write the missing consonant.



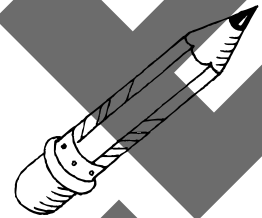
spi\_\_\_\_er



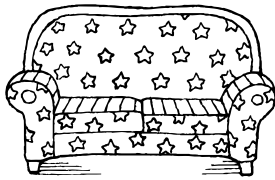
wa\_\_\_\_on



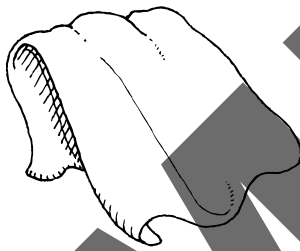
ru\_\_\_\_er



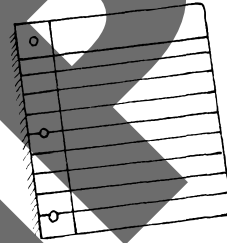
pe\_\_\_\_cil



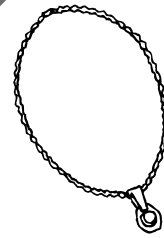
so\_\_\_\_a



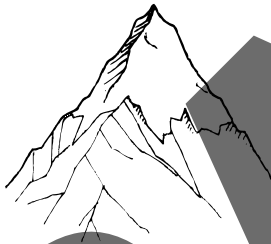
blan\_\_\_\_et



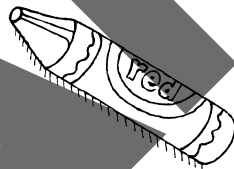
pa\_\_\_\_er



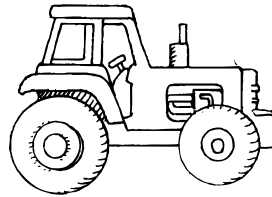
neck\_\_\_\_ace



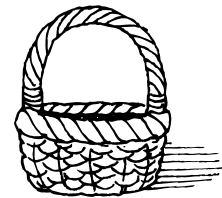
moun\_\_\_\_ain



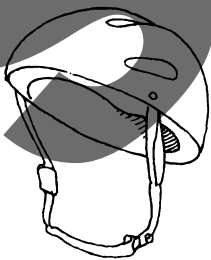
cra\_\_\_\_on



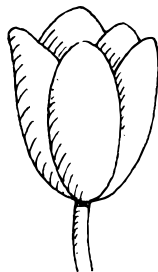
tra\_\_\_\_tor



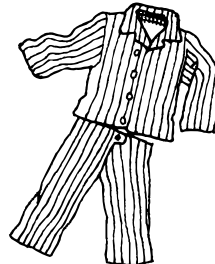
bas\_\_\_\_et



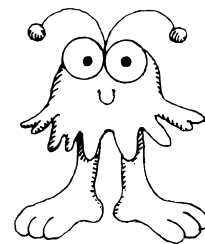
he\_\_\_\_met



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.)

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---

---

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.

