Wilson Reading System®

Student Workbook
Three A

THIRD EDITION
by Barbara A. Wilson

Wilson Language Training Corporation
www.wilsonlanguage.com
Wilson Reading System® Student Workbook Three A

Item # SW3A

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THIRD EDITION (revised 2004)

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Given the unique situation due to COVID-19 related closures, and our hope that teachers can continue with their students, Wilson Language Training will allow sharing of these Workbook pages directly to their own students. Please do not post to the Internet.

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October 2016
Read the first syllable with the second syllable. Cover the divided word and write the word on the line. Uncover the divided word and check spelling. Read the written words.

bas - ket = __________________

in - dex = __________________

cob - web = __________________

cab - in = __________________

hab - it = __________________

mag - net = __________________

fin - ish = __________________

sun - set = __________________

pan - ic = __________________

nap - kin = __________________
Read the first syllable with the second syllable. Cover the divided word and write the word on the line. Uncover the divided word and check spelling. Read the written words.

whip - lash = ______________
un - zip = ______________
pic - nic = ______________
pub - lic = ______________
up - set = ______________
ad - mit = ______________
pun - ish = ______________
rob - in = ______________
rel - ish = ______________
nut - shell = ______________
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

<table>
<thead>
<tr>
<th>picnic</th>
<th>finish</th>
<th>bathtub</th>
<th>relish</th>
<th>happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>rubbish</td>
<td>cabin</td>
<td>magnet</td>
<td>napkin</td>
<td>cactus</td>
</tr>
</tbody>
</table>

1. Bill and the kids will go on a ____________.
2. Fran had fun with the ____________.
3. We must get this pup in the ____________.
4. The ____________ was a mess with old junk.
5. Kevin had a ____________ plant for his mom.
6. Mom must get ____________ for the hot dogs.
7. Did Stan ____________ to win the trip?
8. We must ____________ this job and then rest.
9. Get the ____________ and dump it in the trash can.
10. At lunch, Tom had a ____________ on his lap.
Read the syllables on each side of the box. Draw a line to connect syllables to form real words.

<table>
<thead>
<tr>
<th>tom</th>
<th>lin</th>
<th>top</th>
<th>ic</th>
</tr>
</thead>
<tbody>
<tr>
<td>gob</td>
<td>lic</td>
<td>nut</td>
<td>cot</td>
</tr>
<tr>
<td>pub</td>
<td>cat</td>
<td>mas</td>
<td>meg</td>
</tr>
<tr>
<td>ox</td>
<td>sil</td>
<td>ex</td>
<td>ic</td>
</tr>
<tr>
<td>pun</td>
<td>en</td>
<td>pan</td>
<td>it</td>
</tr>
<tr>
<td>ton</td>
<td>ish</td>
<td>pig</td>
<td>pen</td>
</tr>
</tbody>
</table>

Write the words above on the lines below. Read the words.

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
______________________________

Limited permission to copy/transmit directly to students during extended school closures. 3-16-20
Read the syllables on each side of the box. Draw a line to connect syllables to form real words.

- in ten
- mit dex
- al bum

- hel gun
- shot fin
- muf met

- rab nic
- nap bit
- pic kin

- bas it
- fin ket
- hab ish

Write the words above on the lines below. Read the words.
Divide each word below into syllables. Read the word. Write the syllables on the lines.

upset = ______________ _____________

topic = ______________ _____________

habit = ______________ _____________

relish = ______________ _____________

hatbox = ______________ _____________

index = ______________ _____________

muffin = ______________ _____________

undid = ______________ _____________

zigzag = ______________ _____________

velvet = ______________ _____________

puppet = ______________ _____________
Underline or “scoop” the two syllables. Mark the syllables with a c to indicate a closed syllable. Put a breve (') above the short vowels. Read the words.

**EXAMPLE:** sun fish

- nutshell
- muffin
- cobweb
- tennis
- submit
- catfish
- picnic
- mix-up
- cannot
- edit
- unless
- combat
- satin
- public
- shellfish
- nutmeg
- Edwin
- polish
- cotton
- Boston
- Dallas
- denim
- punish
- tonsil
- sudden
- pollen
- seven
- pocket
- hiccups
- Texas
Read the sentences. Find the multisyllabic words by “scooping” or underlining syllables.

1. the dog in the bathtub is a mess
2. did Justin get upset when he fell in the slush
3. fred has a pack of gum in his pocket

Write the sentences correctly on the lines below. Add capital letters and punctuation. Proofread carefully.

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
Read the first syllable with the second syllable. Cover the divided word and write the word on the line. Uncover the divided word and check spelling. Read the written words.

in - sult = ___________________

in - dent = ___________________

snap - shot = ___________________

hun - dred = ___________________

fish - pond = ___________________

den - tist = ___________________

in - tend = ___________________

drop - cloth = ___________________

plas - tic = ___________________

sand - box = ___________________

trans - mit = ___________________

milk - man = ___________________
Read the syllables on each side of the box. Draw a line to connect syllables to form real words.

<table>
<thead>
<tr>
<th>chip</th>
<th>dred</th>
<th>sand</th>
<th>lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>hun</td>
<td>tist</td>
<td>rad</td>
<td>dren</td>
</tr>
<tr>
<td>den</td>
<td>munk</td>
<td>chil</td>
<td>ish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>in</th>
<th>sist</th>
<th>ex</th>
<th>drop</th>
</tr>
</thead>
<tbody>
<tr>
<td>crick</td>
<td>vent</td>
<td>gum</td>
<td>press</td>
</tr>
<tr>
<td>in</td>
<td>et</td>
<td>span</td>
<td>dex</td>
</tr>
</tbody>
</table>

Write the words above on the lines below. Read the words.

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

<table>
<thead>
<tr>
<th>splendid</th>
<th>blindfold</th>
<th>contest</th>
<th>handstand</th>
<th>clinic</th>
</tr>
</thead>
<tbody>
<tr>
<td>gumdrop</td>
<td>sandwich</td>
<td>insist</td>
<td>plastic</td>
<td>talent</td>
</tr>
</tbody>
</table>

1. I will get a ham ________________ for lunch.
2. I think Mom will ________________ that I do this math.
3. Bob has lots of singing ________________.
4. Get the ________________ cup for a drink of tonic.
5. Ben must win the next ________________.
6. Janet did the best ________________ on the grass.
7. This dress is ________________!
8. Sid had the last ________________ in the dish.
9. Janet went to the ________________ to get a check-up.
10. I have a ________________ and I can not see.
Select a syllable from the top of each box to form real words. Write the syllables on the lines. Read the words.

<table>
<thead>
<tr>
<th>mat</th>
<th>span</th>
<th>den</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>dex</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>tress</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>tist</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>chil</th>
<th>ab</th>
<th>pil</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>grim</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>dren</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>sent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>top</th>
<th>in</th>
<th>chip</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>munk</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>sist</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>most</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tic</th>
<th>kin</th>
<th>et</th>
</tr>
</thead>
<tbody>
<tr>
<td>plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pump</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lem</th>
<th>et</th>
<th>tic</th>
</tr>
</thead>
<tbody>
<tr>
<td>plas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prob</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>bag</th>
<th>on</th>
<th>ic</th>
</tr>
</thead>
<tbody>
<tr>
<td>hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drag</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Divide each word below into syllables. Read the word. Write the syllables on the lines.

- shipment = ____________ ____________
- insult = ____________ ____________
- spinach = ____________ ____________
- disgust = ____________ ____________
- insist = ____________ ____________
- expand = ____________ ____________
- clinic = ____________ ____________
- triplet = ____________ ____________
- intend = ____________ ____________
- plastic = ____________ ____________
- trumpet = ____________ ____________
- disrupt = ____________ ____________
Divide each word below into syllables. Read the word. Write the syllables on the lines.

handstand = ___________ ___________

shipment = ___________ ___________

express = ___________ ___________

gumdrop = ___________ ___________

fishpond = ___________ ___________

wingspan = ___________ ___________

bobsled = ___________ ___________

slingshot = ___________ ___________

sandblast = ___________ ___________

handbag = ___________ ___________

snapshot = ___________ ___________

wildcat = ___________ ___________
Find the two-syllable words. Underline or “scoop” the two syllables. Mark the syllables with a c to indicate a closed syllable. Put a breve (') above the short vowels. Read the words.

**EXAMPLE:**  
con test  
\(c \quad c\)

1. Ted will win the next contest.
2. I intend to shop for a goblin mask.
3. The handstand contest was fun.
4. Find the pumpkin in the sandlot.
5. The children must rest on the bunk beds.
6. Don will attempt to hit the bell with the slingshot.
7. Dad was frantic when he lost his cash.
8. Did Ed get that locket for Janet?
9. A windmill is at the top of the hill.
10. That bat had a six-inch wingspan.
Nonsense Words

Underline or “scoop” the two syllables. Mark the syllables with a c to indicate a closed syllable. Put a breve (’) above the short vowels. Read the nonsense words.

**EXAMPLE:** \textit{wigglet} \quad \textit{flonnich} \quad \textit{triddop} \\
\textit{shupnest} \quad \textit{shiblent} \quad \textit{chinfrob} \\
\textit{drennist} \quad \textit{frentlap} \quad \textit{troppit} \\
\textit{plabbid} \quad \textit{thibselt} \quad \textit{fleppen} \\
\textit{trendid} \quad \textit{plimmut} \quad \textit{trilmest} \\
\textit{flidden} \quad \textit{drappog} \quad \textit{enflont} \\
\textit{clupnet} \quad \textit{thipnest} \quad \textit{instom} \\
\textit{podjift} \quad \textit{timplet} \quad \textit{contimp} \\
\textit{stroplim} \quad \textit{greffib} \quad \textit{extrib} \\
\textit{glisset} \quad \textit{vambith} \quad \textit{admest}
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

<table>
<thead>
<tr>
<th>ostrich</th>
<th>nonstop</th>
<th>contest</th>
<th>fishpond</th>
</tr>
</thead>
<tbody>
<tr>
<td>insist</td>
<td>pretzels</td>
<td>upset</td>
<td>wingspan</td>
</tr>
</tbody>
</table>

1. Ted will win the next ____________.
2. The ____________ can run fast in the sand.
3. That bat had a six-inch ____________.
4. Ken was ____________ when he lost the cricket in the grass.
5. Dad will get the ____________ jet to Dallas.
6. We had chips, tonic, ____________ and dip.
7. Did Dad ____________ that Ben take a nap?
8. Bring your fishing rod to the ____________.
Read the first syllable with the second syllable. Cover the divided word and write the word on the line. Uncover the divided word and check spelling. Read the written words.

con - tact = ___________________

ex - pect = ___________________

ob - ject = ___________________

sus - pect = ___________________

dis - tract = ___________________

in - spect = ___________________

con - duct = ___________________

sub - ject = ___________________

ex - act = ___________________

in - sect = ___________________
Read the sentences. Underline or "scoop" the two-syllable words to divide them. Underline the ct blend.

EXAMPLE: compact

1. I expect to win the next contest.

2. This subject is lots of fun.

3. We must inspect the trash for the lost mitten.

4. The insect is in this bucket.

5. Can you distract Jill?

Write the words containing the ct blend on the lines below. Write the whole word on the first line. Then divide the word into syllables on the second line.

c\text{t}

1. ____________________    _________  _________

2. ____________________    _________  _________

3. ____________________    _________  _________

4. ____________________    _________  _________

5. ____________________    _________  _________
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

| expect | insects | conduct | subject | distract |

1. Ned had bad ____________ in math class.
2. I ____________ to be back at six o’clock.
3. There are lots of ____________ in the trash can.
4. Spelling is my best ____________.
5. We will ____________ the kids in Mr. Smith’s class.

Copy each sentence above on the lines below. Proofread carefully.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
Read the sentence. Find the two-syllable words. Underline or "scoop" the syllables in the two-syllable words.

1. that insect bit kim on the leg
2. i suspect that we will get lots of sun
3. beth has that exact pin
4. can we inspect the desks with mr. chang
5. mr. flint will contact jeff

Write the sentences correctly on the lines below. Add capital letters and punctuation. Proofread carefully.

1. 
2. 
3. 
4. 
5. 
Nonsense Words

Cross out any nonsense syllable if it is **not** closed. Find and underline all closed syllables and mark them with a **c** to indicate closed. Mark the short vowels with a breve ('). Underline **ct** blends. Read the closed syllables.

**EXAMPLE:**  
clap,  speck

<table>
<thead>
<tr>
<th>Word</th>
<th>Vowel Marked</th>
<th>Syllable Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td>bract</td>
<td>c</td>
<td>prine</td>
</tr>
<tr>
<td>toip</td>
<td></td>
<td>flet</td>
</tr>
<tr>
<td>ust</td>
<td></td>
<td>flict</td>
</tr>
<tr>
<td>neg</td>
<td></td>
<td>min</td>
</tr>
<tr>
<td>shene</td>
<td></td>
<td>trat</td>
</tr>
<tr>
<td>prog</td>
<td></td>
<td>fect</td>
</tr>
<tr>
<td>com</td>
<td></td>
<td>stoad</td>
</tr>
<tr>
<td>fleam</td>
<td></td>
<td>pless</td>
</tr>
<tr>
<td>ish</td>
<td></td>
<td>ject</td>
</tr>
<tr>
<td>vect</td>
<td></td>
<td>ble</td>
</tr>
</tbody>
</table>

3.3 A

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Combine the syllables to form a real word. Cover the divided word and write the word on the line. Uncover the divided word and check spelling. Read the written words.

Wis - con - sin  =  __________________
At - lan - tic  =  __________________
es - tab - lish  =  __________________
mis - con - duct  =  __________________
fan - tas - tic  =  __________________
ath - let - ic  =  __________________
pen - man - ship  =  __________________
hob - gob - lin  =  __________________
Thanks - giv - ing  =  __________________
bas - ket - ball  =  __________________
Divide each word below into syllables. Read the word. Write the syllables on the lines.

basketball = _______ _______ _______

Thanksgiving = _______ _______ _______

hobgoblin = _______ _______ _______

penmanship = _______ _______ _______

athletic = _______ _______ _______

fantastic = _______ _______ _______

misconduct = _______ _______ _______

establish = _______ _______ _______

Atlantic = _______ _______ _______

Wisconsin = _______ _______ _______
Select a syllable from the top of each box and write it on the line to form a word.

<table>
<thead>
<tr>
<th>gob</th>
<th>tab</th>
<th>hab</th>
</tr>
</thead>
<tbody>
<tr>
<td>es</td>
<td>lish</td>
<td></td>
</tr>
<tr>
<td>hob</td>
<td>lin</td>
<td></td>
</tr>
<tr>
<td>in</td>
<td>it</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sis</th>
<th>ket</th>
<th>tas</th>
</tr>
</thead>
<tbody>
<tr>
<td>as</td>
<td>tant</td>
<td></td>
</tr>
<tr>
<td>bas</td>
<td>ball</td>
<td></td>
</tr>
<tr>
<td>fan</td>
<td>tic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pen</th>
<th>ish</th>
<th>con</th>
</tr>
</thead>
<tbody>
<tr>
<td>pun</td>
<td>ment</td>
<td></td>
</tr>
<tr>
<td>ap</td>
<td>dix</td>
<td></td>
</tr>
<tr>
<td>Wis</td>
<td>sin</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>com</th>
<th>lan</th>
<th>con</th>
</tr>
</thead>
<tbody>
<tr>
<td>At</td>
<td>tic</td>
<td></td>
</tr>
<tr>
<td>ac</td>
<td>plish</td>
<td></td>
</tr>
<tr>
<td>dis</td>
<td>nect</td>
<td></td>
</tr>
</tbody>
</table>

Write the words above on the lines below. Read the words.
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

| disconnect | penmanship | fantastic | athletic | punishment |

1 I have the best _____________ in this class.
2 Jim and Peg had a _____________ picnic lunch.
3 Ken got a _____________ for misconduct.
4 Can you help me _____________ this?
5 Ed has the best _____________ skill.

Copy each sentence above on the lines below. Proofread carefully.

1 ____________________________________________
2 ____________________________________________
3 ____________________________________________
4 ____________________________________________
5 ____________________________________________
Write the words with three syllables on the lines below. Read the words.

athletic sandwich contest
hundred planet Wisconsin
fantastic plastic Atlantic
trumpet appendix disconnect
hobgoblin establish inhabit

Underline or "scoop" the syllables. Mark the syllables with a c to indicate a closed syllable. Read the words.
Read the sentence. Find the three-syllable words. Underline or "scoop" the three syllables and mark them with a c to indicate closed. Put a breve (˘) above the short vowels.

1. glen went to the athletic contest
2. mr. griffin must get his appendix out
3. ed had lots of stuffing on thanksgiving
4. the basketball contest was fantastic
5. can sid disconnect the old TV

Copy each sentence above on the lines below. Add capital letters and punctuation. Proofread carefully.
Add the suffix to each baseword. Write the whole word on the line. Read the word. Underline the baseword and circle the suffix.

- crash - ing = ___________________
- spell - ing = ___________________
- stack - ing = ___________________
- click - ing = ___________________
- limp - ing = ___________________
- thank - ing = ___________________
- spill - ing = ___________________
- sniff - ing = ___________________
- crush - ing = ___________________
- camp - ing = ___________________
Add the suffix to each baseword. Write the whole word on the line. Read the word. Underline the baseword and circle the suffix.

<table>
<thead>
<tr>
<th>Baseword</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>rust</td>
<td>- ed</td>
</tr>
<tr>
<td>dent</td>
<td>- ed</td>
</tr>
<tr>
<td>squint</td>
<td>- ed</td>
</tr>
<tr>
<td>mind</td>
<td>- ed</td>
</tr>
<tr>
<td>blend</td>
<td>- ed</td>
</tr>
<tr>
<td>fold</td>
<td>- ed</td>
</tr>
<tr>
<td>test</td>
<td>- ed</td>
</tr>
<tr>
<td>blind</td>
<td>- ed</td>
</tr>
<tr>
<td>plant</td>
<td>- ed</td>
</tr>
<tr>
<td>trust</td>
<td>- ed</td>
</tr>
</tbody>
</table>

rust - ed = ____________________
dent - ed = ____________________
squint - ed = ____________________
mind - ed = ____________________
blend - ed = ____________________
fold - ed = ____________________
test - ed = ____________________
blind - ed = ____________________
plant - ed = ____________________
trust - ed = ____________________
Read the word and the suffix. Cover the word and write it on the line. Check your spelling. Underline or "scoop" the syllables in the baseword and circle the suffix.

- talent - ed = __________________
- invent - ed = __________________
- disrupt - ed = __________________
- insist - ed = __________________
- inspect - ed = __________________
- punish - ing = __________________
- contract - ing = __________________
- distract - ing = __________________
- finish - ing = __________________
- expect - ing = __________________
Read the word. Cover it and write the baseword and the suffix on the lines. Check your spelling.

<table>
<thead>
<tr>
<th>Word</th>
<th>Baseword</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>crashing</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>blinded</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>punishing</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>rusted</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>distracted</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>spelling</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>squinted</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>contacted</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>planted</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>inventing</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>insisting</td>
<td>_____</td>
<td>- _____</td>
</tr>
<tr>
<td>expected</td>
<td>_____</td>
<td>- _____</td>
</tr>
</tbody>
</table>
Read the sentence. Underline basewords and circle any suffixes (ed, ing or s).

1. Ken is standing with his hands in his pockets.
2. Get the fishing rods in the shed.
3. The kids are singing six songs.
4. We will be dusting the cobwebs.
5. Jill invented this fantastic plan.

Write the words containing a suffix on the lines below.

1. __________________  __________________  __________________
2. __________________  __________________
3. __________________  __________________  __________________
4. __________________  __________________
5. __________________
Underline or “scoop” the syllables and circle any suffixes (**ed**, **ing** or **s**).

<table>
<thead>
<tr>
<th>smelling</th>
<th>slingshot</th>
<th>rested</th>
</tr>
</thead>
<tbody>
<tr>
<td>clocks</td>
<td>splashing</td>
<td>basketball</td>
</tr>
<tr>
<td>plastic</td>
<td>distracted</td>
<td>spinach</td>
</tr>
<tr>
<td>tennis</td>
<td>dumping</td>
<td>drums</td>
</tr>
<tr>
<td>invented</td>
<td>planets</td>
<td>disrupting</td>
</tr>
</tbody>
</table>

Write the words with a suffix on the lines below. Read the words.
Vocabulary Practice

Write sentences with each vocabulary word below. Use a dictionary or electronic spell checker as needed. Underline each syllable in the vocabulary words.

3.1
- index
- topic
- panic
- submit
- admit
- exit
- publish
- solid
- oxen
- habit

3.2
- talent
- contest
- intend
- disrupt
- expand
- invent
- frantic
- insist
- insult
- splendid

3.3
- contact
- inspect
- expect
- subject
- distract

3.4
- athletic
- penmanship
- establish
- misconduct
- inhabit

Story Starter

At the end of Step 3 create a story that includes many (at least 5) of the vocabulary words below. This story takes place in a park. Underline each vocabulary word used from the list below.

- upset
- zigzag
- until
- public
- lunch

- talent
- sandlot
- basketball
- handstand
- ball

- suntan
- hundred
- fishpond
- insects
- paths

- fantastic
- wind
- cold
- sprint
- jump