



1st Grade Packet

Adding Suffixes to
Phonetic Skills 1 and 2

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 15: Adding Suffixes to Phonetic Skills 1 and 2

Spelling Skill: When adding a suffix to a Phonetic Skill 1 word, double the ending consonant before adding the suffix. When adding a suffix to a Phonetic Skill 2 word and words ending with x or a Digraph, just add the suffix.

Example Words	<u>Word Bank</u>			Most Common Words
	Skill Words			
s e n d <small>^ * *</small> <small>x</small> s e n d i n g	+send	+win	+hop	find
	+pin	+trust	+end	like
	+thick	+crunch	+shop	look
	+list	+drum	+add	other
	+swim	+melt	+stop	what

The plus sign (+) is seen in front of words that can have suffixes *-ed*, *-er*, *-est* or *-ing* added to them to make a new word. When practicing spelling words with suffixes, prove the root word first, rewrite the word with the suffix, and then 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 prove one skill word from the word bank. Then rewrite the word adding a suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.	2. Add the suffix <i>-er</i> to one skill word from the word bank that follows Phonetic Skill 1.	3. Spell and prove one skill word from the word bank. Then rewrite the word adding a suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.
4. Add the suffix <i>-ing</i> to one skill word from the word bank that follows Phonetic Skill 2.	5. Spell and prove two skill words from the word bank. Then rewrite each word adding a suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.	6. Add the suffix <i>-ed</i> to one skill word from the word bank that follows Phonetic Skill 2.
7. Spell and prove one skill word from the word bank. Then rewrite the word adding a suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.	8. Write a sentence using at least one MCW from the word bank.	9. Spell and prove one skill word from the word bank. Then rewrite the word adding a suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.

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

Review Activities Lesson Week 15

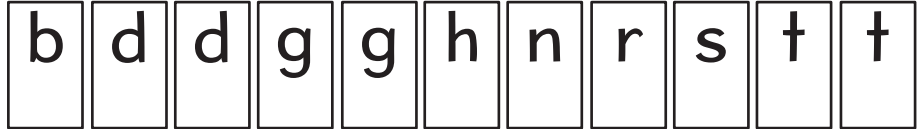
Building Words Review Activity for Spelling Lesson Week 15 Part 1 of 3, Adding Suffixes to Phonetic Skill 1 (Part 1)

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

Vowels



Consonants



Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 15.

Building Words

When adding a suffix to a word that follows Phonetic Skill 1, double the consonant before adding the suffix. Let's practice adding suffixes to words that follow Phonetic Skill 1, using the sound cards.

1. First spell the word **rot**. Also, spell the suffix *i-n-g*. Put the word and the suffix together to spell the word **rotting**. Remember, when adding a suffix to a word that follows Phonetic Skill 1, we double the consonant before adding the suffix. Which consonant do we need to double in this word? (the letter *t*). Correct. We need to double the *t* to spell **rotting**. These apples are **rotting**.
2. Now spell the word **dot**. Spell the suffix *e-d*. Put the word and the suffix together to spell the word **dotted**. Which consonant did you double in this word? (the letter *t*). Correct. The word **dotted** has a double *t*. The page was **dotted** with spots of water from the sprinkler.
3. Spell the word **big**. Double the final consonant and add the suffix *e-s-t* to spell **biggest**. This is the **biggest** chair in the room.
4. Now change the suffix in **biggest** to spell **bigger**. My brother is **bigger** than I am.
5. Change the word **bigger** to the word **hotter**. This small pan is **hotter** than the big one.

Beat the Clock

Ask students to use the sound 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 and available time).

Bonus Activity

Have students write one sentence using words from the lesson.

Transfer

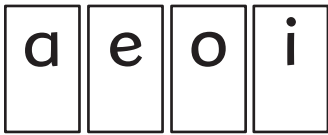
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 15 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 15

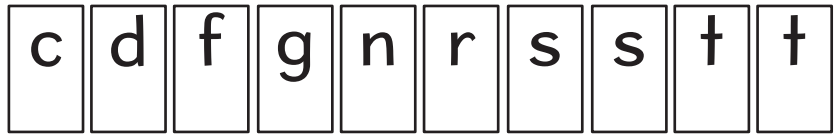
Building Words Review Activity for Spelling Lesson Week 15 Part 3 of 3, Adding Suffixes to Phonetic Skill 2

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

Vowels



Consonants



Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 15.

Building Words

When adding a suffix to a word that follows Phonetic Skill 2, we just add the suffix to the end of the word. Let's practice adding suffixes to words that follow Phonetic Skill 2, using the sound cards.

1. Use four letters to spell the word **soft**. Also, spell the suffix *e-r*. Which Phonetic Skill does *soft* follow? (Phonetic Skill 2). Correct, since there are already two consonants at the end of the root word, we just add the suffix. Put the word and the suffix together to spell the word **softer**. Your chair is *softer* than mine.
2. Change the suffix in *softer* to spell **softest**. She chose the *softest* coat in the closet.
3. Change *softest* to **fastest**. They are the *fastest* runners on the team.
4. Change the suffix in *fastest* to spell **faster**. I can finish my homework *faster* when I focus.
5. Use five letters to spell the word **draft**. Which Phonetic Skill does *draft* follow? (Phonetic Skill 2). Correct. Add a suffix to *draft* to spell the word **drafting**. He is *drafting* a letter.
6. Use three letters to spell the word **act**. Add a suffix to spell **acted**. She *acted* in the school play.
7. Change *acted* to **acting**. The children are *acting* tired.
8. Use four letters to spell **raft**. Add a suffix to spell **rafting**. They are *rafting* down the river.
9. Change the suffix in *rafting* to spell **rafted**. We *rafted* down the river during our summer vacation.
10. Use four letters to spell **cast**. Add a suffix to spell **casting**. The teacher is *casting* students for the musical.

Beat the Clock

Ask students to use the sound 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 and available time).

Bonus Activity

Have students write a sentence using words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 15 Part 3. Check for accuracy and automaticity.

Review Activities Lesson Week 15

Building Words

Review Activity for Spelling Lesson Week 15

Part 1 of 3, Adding Suffixes to Phonetic Skill 1 (Part 1)

E	O	I	B	D	D	G	G
H	N	R	S	T	T		

g g d p b i o e

f f s r n h

Review Activities Lesson Week 15

Building Words

Review Activity for Spelling Lesson Week 15 Part 3 of 3, Adding Suffixes to Phonetic Skill 2

A	E	O	I	C	D	F	G
N	R	S	S	T	T		

g f d c i o e a

t t s s r n

Reading Horizons Discovery® Spelling Lesson Week 15
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery®* Little Book
“The Skipping Fish”

Mudskippers are fish that you can see _____ in water

or skipping on land. If you go by the water, you can see

mudskippers _____ in the sand. This is so their eggs can be _____.

The eggs are _____. Then the small mudskippers get _____.



Reading Horizons Discovery® Spelling Lesson Week 15
Cloze Passage 1
Adding Suffixes to Phonetic Skills 1 and 2

bigger

digging

hatched

planted

swimming

Spelling Lesson Week 15

Building Words Transfer Card 1 of 3

Words:

rotting dotted biggest bigger hotter

Sentence:

The biggest pans are much hotter.

Spelling Lesson Week 15

Building Words Transfer Card 3 of 3

Words:

softer softest

acted acting

fastest rafting

faster rafted

drafting casting

Sentence:

He matched the smaller patch with the softest quilt.

Name _____

When letters are added to the ending of a base word, it changes the meaning of the word. This group of letters is called a *suffix*.

Lesson 37: Adding Suffixes Phonetic Skills 1 and 2

Read, write, and mark each base word below to prove the vowel sound. Below that, write the word again and add the suffix. Then underline the suffix. Read the new word.

mop

add *-ing*

add *-ed*

plant

add *-ing*

add *-ed*

Read the sentence below. Then circle the words in the sentence that end with a suffix.

The hunter called his dog while setting up camp.

Discovery Spelling Lesson 15
Sort and Spell 2

Root Words by Phonetic Skills 1 and 2	
Phonetic Skill 1 Root Words	Phonetic Skill 2 Root Words

Word Bank

asked

blocked

crunched

dripping

faster

helping

hopper

jogged

jumper

ripping

runner

standing

swimming

twitching

Page intentionally left blank.

Name _____ Date _____

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

1. I _____ Dad to go swimming with me.

2. He _____ the ball from hitting me.

3. The sink was _____ all night long.

4. Can you run _____ than Jill?

Name _____ Date _____

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

1. How many root words in the sort follow Phonetic Skill 1? _____

2. How many Phonetic Skill 2 root words are there with the suffix *-ing*? _____

3. What is the root word in the word *hopper*?
