



1st Grade Packet

Adding Suffixes to
Phonetic Skills 3 and 4

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 A) Spelling Lesson Week 21: Adding Suffixes to Phonetic Skills 3 and 4

Spelling Skill: To add suffixes to Phonetic Skill 3 words, just add the suffix. When adding suffixes to Phonetic Skill 4 words or words that end with silent *e*, drop the silent *e*, and then add the suffix.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	+smile +dance +vote +time +hope +fine +phone +use +bake +ice +go +brave +be +pace +fade	sound know two my some

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>-est</i> to one skill word from the word bank that follows Phonetic Skill 4.	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. Write a sentence using one MCW from the word bank and one skill word from the word bank.	5. Spell and prove three 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>-ing</i> to one skill word from the word bank that follows Phonetic Skill 3.
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. Add the suffix <i>-ed</i> to one skill word from the word bank that follows Phonetic Skill 4.	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 21

Building Words

Review Activity for Spelling Lesson Week 21

Adding Suffixes to Phonetic Skills 3 and 4

E	O	I	I	B	C	D	G
G	K	N	N	P	R	ing	ed

g d c p
i i
o e

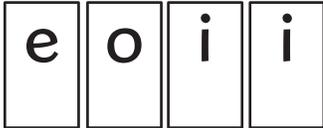
ed ing r p n n k g

Review Activities Lesson Week 21

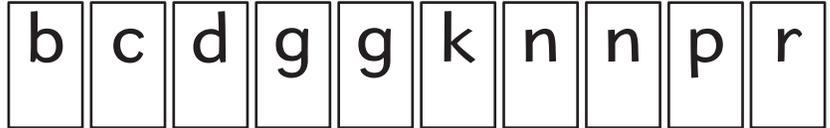
Building Words Review Activity for Spelling Lesson Week 21 Adding Suffixes to Phonetic Skills 3 and 4

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 21.

Building Words

Let's practice adding suffixes to words that follow Phonetic Skill 3, using the sound cards.

1. Spell the word **be**. Spell the suffix **i-n-g**. Put the word and the suffix together to spell the word **being**.
The students are *being* helpful.
2. Spell the word **go**. Spell the suffix **i-n-g**. Put the word and the suffix together to spell the word **going**.
We are *going* to the store.

Now let's practice adding suffixes to words that follow Phonetic Skill 4.

3. Spell the word **bike**. Spell the suffix **i-n-g**. Put the word and the suffix together to spell the word **biking**.
Remember, before adding *i-n-g*, we have to remove the silent *e*. We are *biking* to the museum.
4. Change the word *biking* to spell **biked**. They *biked* up the hill.
5. Spell the word **price**. Spell the suffix **e-d**. Put the word and the suffix together to spell the word **priced**.
Remember, before adding *e-d*, we have to remove the silent *e*. The apples are *priced* low this week.
6. Spell the word **coped**. He *coped* with a difficult problem. What is the root word of the word *coped*?
(cope) That is correct. The root word is *cope*.
7. Spell the word **cringe**. Spell the suffix **i-n-g**. Put the word and the suffix together to spell the word **cringing**.
Remember, before adding *i-n-g*, we have to remove the silent *e*. Some students will be *cringing* at the sound of chalk on a chalkboard.
8. Change the word *cringing* to spell the word **cringed**. We *cringed* as the vet pulled the thorns out of our dog's paw.
9. Spell the word **rope**. Spell the suffix **e-d**. Put the word and the suffix together to spell the word **roped**.
Remember, before adding *e-d*, we have to remove the silent *e*. He *roped* the calves and led them back to safety.
10. Spell the word **ice**. Spell the suffix **i-n-g**. Put the word and the suffix together to spell the word **icing**.
Remember, before adding *i-n-g*, we have to remove the silent *e*. The baker is *icing* the cake now.

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).

Reading Horizons Discovery® Spelling Lesson Week 21
Cloze Passage 1

Name _____ Date _____

From *Reading Horizons Discovery® Little Book "A Close Call"*

One day, Dad and I went fishing. We were _____ to catch a lot of fish. But not many fish were _____. Then we saw a big ship getting closer and _____. "Did you see a big whale swim by?" asked a man on the ship. "We are _____ him for a whale-shaped dent on the side of this ship." My dad said, "No, he must be _____ from you." "We will get _____, then. We must find that whale!" said the man, _____ his fist. "I hope that whale can swim fast," said Dad.



Reading Horizons Discovery® Spelling Lesson Week 21
Cloze Passage 1
Adding Suffixes to Phonetic Skills 3 and 4

biting blaming closer

going hiding hoping shaking

Spelling Lesson Week 21

Building Words Transfer Card 1

Words:

being going biking biked priced
coped cringing cringed roped icing

Sentence:

We are going biking on the path.

Name _____

The silent e must be dropped
before adding *-ing*.

Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4

Prove and read the words below. Then rewrite each word two times, adding *-ing*. Underline the suffix and read the new word. The first word has been done for you.

rōpe
x| x

roping roping

fade

crate

time

rake

tape

Write a sentence with a Phonetic Skill 4 word to which you have added *-ing*. Then read the sentence.

Reading Horizons Discovery® Spelling Lesson Week 21
Sort and Spell 2

Phonetic Skill 4 by Suffix			
-ING	-ED	-ER	-EST

Word Bank

baker

bravest

cuter

danced

finer

hiked

hoping

joked

latest

named

riding

ripest

smiling

voter

widest

Page intentionally left blank.

Name _____ Date _____

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

1. Grace _____ on the widest path she could find.

2. This plum is the _____ of all the plums in the box.

3. Have you _____ your pet yet?

4. Lem is _____ his bike home.

5. We _____ on the stage.

Name _____ Date _____

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

1. What is the root of the word *smiling*? _____

2. What is the root of the word *bravest*? _____

3. What is the root of the word *hoping*? _____