



1st Grade Packet

Adding Suffixes to Phonetic Skill 5
Sounds of *GH*, *IGH*, and *IGHT*

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 24: Adding Suffixes to Phonetic Skill 5 and Sounds of *GH*, *IGH*, and *IGHT*

Spelling Skill: To add suffixes to Phonetic Skill 5 words, just add the suffix. When adding suffixes to Phonetic Skill 5 words that end with silent *e*, drop the silent *e*, and then add the suffix (e.g., *leave*). *IGH* is used to represent the long *i* sound (e.g., *night*). *IGH* (also called the “three letter *i*”) is the most common spelling pattern for *gh* words. *GH* is used at the beginning of a few words to spell the /*g*/ sound (e.g., *ghost*).

Example Words	<u>Word Bank</u>			Most Common Words
	Skill Words			
 	light	+freeze	+heal	come
	+clean	might	+weak	two
	+load	+green	flight	friend
	+rain	+need	right	some
	sigh	+peel	+neat	what

The plus sign (+) is seen in front of words that can be made into a plural by adding the suffixes *-s* or *-es*. 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>-ing</i> to one skill word from the word bank with a plus sign (+) that follows Phonetic Skill 5.	3. Spell and prove one skill word from the word bank that is spelled using the letters <i>gh</i> .
4. Write a sentence using at least one MCW 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. Write two words from the word bank that rhyme with the word <i>sight</i> .
7. Spell and prove one skill word from the word bank that is spelled using the letters <i>gh</i> .	8. Add the suffix <i>-er</i> to one skill word from the word bank with a plus sign (+) that follows Phonetic Skill 5.	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.

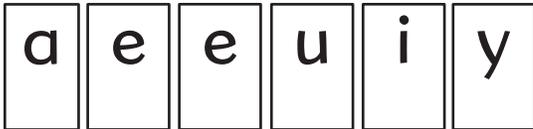
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 24

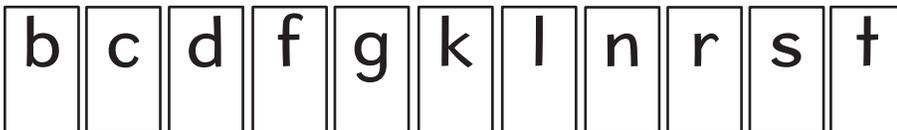
Building Words Review Activity for Spelling Lesson Week 24 Part 1 of 2, Adding Suffixes to Phonetic Skill 5

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 24.

Building Words

Let's practice adding suffixes to words that follow Phonetic Skill 5, using the sound cards.

1. Spell the word **rain**. Does this word end in a vowel or a consonant? (a consonant) Correct. Add the suffix **-ed** to spell the word **rained**. It *rained* all day.
2. Spell the word **beat**. Does this word end in a vowel or a consonant? (a consonant) Correct. Add the suffix **-ing** to spell the word **beating**. Can you hear the *beating* of the drums?
3. Spell the word **leak**. Does this word end in a vowel or a consonant? (a consonant) Correct. Add the suffix **-ing** to spell the word **leaking**. The roof is *leaking*.
4. Spell the word **clean**. Does this word end in a vowel or a consonant? (a consonant) Correct. Add the suffix **-er** to spell the word **cleaner**. Your desk is *cleaner* than mine.
5. Change the suffix to spell the word **cleanest**. Teacher's desk is the *cleanest* of all.

Now let's practice words that end in a vowel. If a word follows Phonetic Skill 5 and ends in silent *e*, we drop the silent *e* before we add the suffix, just as we do with words that follow Phonetic Skill 4.

6. Spell the word **blue**. Does this word end in a vowel or a consonant? (a vowel) What is the last vowel in the word? (the letter *e*) Correct. What do we need to do before we add the suffix? (drop the silent *e*) Correct. Add the suffix **-er** to spell the word **bluer**. The sky looks *bluer* today.
7. Spell the word **free**. Does this word end in a vowel or a consonant? (a vowel) What is the last vowel in the word? (the letter *e*) Correct. What do we need to do before we add the suffix? (drop the silent *e*) Correct. Add the suffix **-ed** to spell the word **freed**. We *freed* the bird from its cage.
8. Spell the word **stay**. Does this word end in a vowel or a consonant? (a vowel) What is the last vowel in the word? (the letter *y*) Correct. When the last vowel in the word is the vowel *y*, we just add the suffix to the end of the word. Add the suffix **-ing** to spell the word **staying**. They are *staying* at a hotel.

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Review Activities Lesson Week 24

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Finally, let's add suffixes to words that end in *i-e*.

9. Spell the word **tie**. Does this word end in a vowel or a consonant? (a vowel) What is the last vowel in the word? (the letter *e*) Correct. What do we need to do before we add the suffix? (drop the silent *e*) Correct. Add the suffix ***-d*** to spell the word **ti***ed*****. She *ti***ed**** the boat to the dock.
10. Spell the word **tie** again. This time, we will add the suffix ***-n-g***. When adding *i-n-g* to a word that ends in *i-e*, we remove the *i-e*, add the letter *y*, and then add the suffix *i-n-g*. Change the word *tie* to **ty***ing*****. He is *ty***ing**** his shoelaces.

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 and illustrate a sentence using words from the lesson.

Transfer

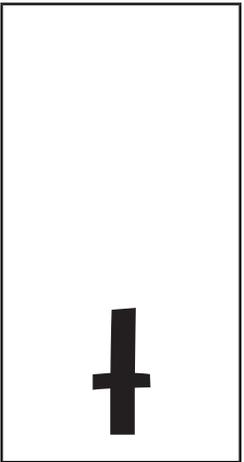
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 24 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 24

Building Words Review Activity for Spelling Lesson Week 24 Part 1 of 2, Adding Suffixes to Phonetic Skill 5

T

A	E	E	U	I	Y	B	C
D	F	G	K	L	N	R	S



c b y i u e e a

s r n l k g f d

Review Activities Lesson Week 24

Building Words

Review Activity for Spelling Lesson Week 24

Part 2 of 2, Sounds of GH, IGH, and IGH

O	I	B	F	G	H	H	L
N	R	S	T	Gh	igh		

l h h g f b i o

igh gh t s r n

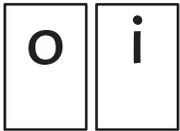
Building Words

Review Activity for Spelling Lesson Week 24

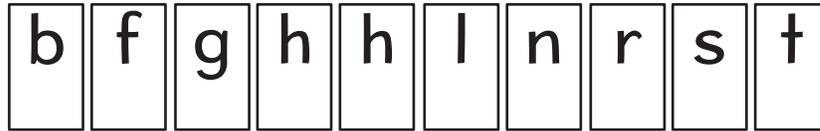
Part 2 of 2, Sounds of GH, IGH, and IGHT

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 24.

Building Words

Let's practice spelling words with *g-h*, *i-g-h*, and *i-g-h-t*, using the sound cards.

- Use five letters to spell the word **ghost**. What sound does *g-h* at the beginning of a word make? (/g/) Correct. We told *ghost* stories around the campfire.
- Spell the word **high**. How do we spell the long *i* sound in this word? (*i-g-h*) Correct. How *high* can you jump?
- Change the beginning sound in the word *high* and spell **thigh**. Again, what sound does *g-h* make in this word? (silent) Correct. Your *thigh* is the part of your leg that is above your knee.
- Change the word *thigh* to spell **sigh**. We breathed a *sigh* of relief when we realized that our crayons had not melted in the sun.
- Add a letter to change the word *sigh* to the word **sight**. Her *sight* improves when she wears glasses.
- Add another letter to change the word *sight* to **slight**. Can you spot the *slight* difference between these pictures?
- Remove a letter to change the word *slight* to the word **light**. She turned on the *light*.
- Add a letter to change the word *light* to the word **flight**. We will take an airplane *flight* tomorrow morning.
- Change the word *flight* to the word **right**. We are sitting on the *right* side of the classroom.
- Change the word *right* to spell **night**. I like to look at the moon at *night*.

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

Now let's spell words that end with *g-h* and make the sound /f/.

Spell the word **laugh**. What sound does *g-h* make? (/f/) Correct. The baby has a cute *laugh*.

Spell the word **enough**. What sound does *g-h* make? (/f/) Correct. I ate *enough* food.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 24 Part 2. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 24
Cloze Passage 1

Name _____ Date _____

From *Reading Horizons Discovery® Little Book "Old Will Kidd"*

We are looking for a pirate named Will Kidd. He was seen last night

_____ around the dock. The bright _____ of the full moon made

it clear that he was _____ a bag of gold and a framed _____ . We

think that he _____ be hiding on his boat. The _____ side of the

boat is _____ blue. If you see him, let us know!



Reading Horizons Discovery® Spelling Lesson Week 24

Cloze Passage 1

Adding Suffixes to Phonetic Skill 5 and Sounds of *GH*, *IGH*, and *IGHT*

light

might

right

painted

painting

sneaking

stealing

Spelling Lesson Week 24

Building Words Transfer Card 1 of 2

Words:

rained	beating	leaking	cleaner	cleanest
bluer	freed	staying	tied	tying

Sentence:

She is tying the cleanest rope around the leaking plant.

Spelling Lesson Week 24

Building Words Transfer Card 2 of 2

Words:

ghost	high	thigh	sigh
sight	slight	light	flight
right	night	laugh	enough

Sentence:

Is there enough light at night?

Name _____

To add a suffix to words containing adjacent vowels (Phonetic Skill 5 words), simply add *-ing*.

Lesson 55: Adding Suffixes to Phonetic Skill 5

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

rā|n
x*

raining raining

leap

speak

paint

sail

dream

scream

sweep

Name _____

This exercise provides practice identifying the sounds of *gh* in words.

Lesson 57: Sounds of *GH*, *IGH*, and *IGHT*

When *gh* comes at the beginning of a word, it has the sound /g/, as in *gh_ost*.

When *gh* comes at the end of a word, it sometimes has the sound /f/, as in *laugh_f*.

In most words, *gh* is silent. When *i* comes before *gh*, the *i* has the long sound, as in *sigh_i* and *sight_i*.

Prove and read the *gh* words below.

bright sigh

flight ghost

light night

Circle the *gh* words in the road signs below.



Reading Horizons Discovery® Spelling Lesson Week 24
Sort and Spell 1

-ED, -ER, -EST, and -ING			
-ED	-ING	-ER	-EST

Word Bank

bluest	boating
cleaner	cleanest
dreamer	floated
groaned	groaning
leaped	reading
sailing	seeker
steepest	tied
truer	

Page intentionally left blank.

Name _____ Date _____

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

1. The man _____ on the raft.

2. He went home after _____ lunch.

3. She is _____ to her mom.

4. I ran up the _____ hill.

5. My desk is _____ than Jed's.

Name _____ Date _____

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

1. How many words in this sort end with the suffix *-est*?

2. Write two words from the sort that have the same root but different suffixes. _____

3. Which word from the sort ends with the /t/ sound of *-ed*? _____

Word Bank

bright

fight

flight

fright

ghost

high

light

might

nigh

right

sigh

sight

thigh

tight

Page intentionally left blank.

Name _____ Date _____

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

1. Light from the sun is _____.

2. What time will the _____ take off?

3. The kite is _____ up in the tree.

4. Dwight _____ be getting a pet frog.

5. You did the _____ thing.

Name _____ Date _____

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

1. Which column has the most words? _____

2. Which vowel sound do you hear at the end of the words in the middle column? _____

3. What letter does *gh* sound like in the word from the first column of the sort? _____

