



2nd Grade Packet

Another Sound for C and G
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) LESSON WEEK 12: Another Sound for C and G; Adding Suffixes to Phonetic Skills 3 and 4

Spelling Skill: The sound of /s/ can also be spelled with the letter *c*. When *c* is followed by the vowels *e* or *i*, the sound of *c* changes from /k/ to /s/. The sound of /j/ can also be spelled with the letter *g*. When *g* is followed by the vowels *e* or *i*, the sound of *g* changes from /g/ to /j/. To add suffixes to Phonetic Skill 3 words, just add the suffix. When adding suffixes to Phonetic Skill 4 words, drop the silent *e*, and then add the suffix.

Example Word	Word Bank			Most Common Words
	Skill Words			
	+spice +be +vote +nice +page	+cage gist +wipe +slice +fire	+use +pipe +rude +probe +bike	new little only live work

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, first prove the root word, then rewrite the word with the suffix, and 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 two words from the word bank. Then rewrite each word adding any suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.	2. Spell and prove the Phonetic Skill 3 word. Then add the suffix <i>-ing</i> to make a new word, and write a sentence using the word.	3. Spell and prove two words from the word bank. Then rewrite each word adding any suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.
4. Spell and prove two words in the word bank that use another sound for <i>c</i> and <i>g</i> . Write a sentence or two using each word.	5. Spell and prove two Phonetic Skill 1 words and one Phonetic Skill 2 word from the word bank. Then rewrite each word adding any suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.	6. Write a sentence using at least two skill words and one MCW from the word bank.
7. Spell and prove two words from the word bank. Then rewrite each word adding any suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.	8. Prove one word from the word bank that makes a new (real) word when the suffix <i>-est</i> is added to it. Add the suffix <i>-est</i> to the word.	9. Spell and prove two words from the word bank. Then rewrite the word adding any 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 12

Building Words
Review Activity for Spelling Lesson Week 12
Part 2 of 3, Another Sound for G

A	E	I	C	G	H	N	R
S	T						

r

n

h

g

c

i

e

t

s

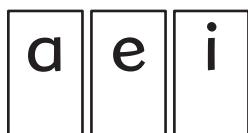
a

Review Activities Lesson Week 12

Building Words Review Activity for Spelling Lesson Week 12 Part 2 of 3, Another Sound for G

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 12.

Building Words

Let's practice spelling words using another sound for *g*.

1. Say the word **gent**. What sound do you hear at the beginning of the word? (/j/) Correct. What is another way besides with the letter *j* that you can spell the sound /j/? (*g-e* or Rainbow *J*) Correct. Spell the word *gent*. *Gent* is short for gentleman.
2. The next word ends with a Blend. Spell the word **gist**. To get the *gist* of something means to understand it.
3. Say the word **cage**. What sound do you hear at the end of the word? (/j/) Correct. Remember that in English, words do not end with the letter *j*. What is the way to spell the /j/ sound at the end of a word? (*g-e* or Rainbow *J*) Correct. Spell the word *cage*. I cleaned the bird's *cage*.
4. Spell the word **range**. She saw a huge mountain *range*.
5. Now say the word **age**. What sound do you hear at the end of the word? (/j/) Correct. How is the sound /j/ at the end of a word spelled? (*g-e* or Rainbow *J*) Correct. Spell the word *age*. What *age* will you be on your birthday?
6. Spell the word **stage**. She loved to perform on *stage*.
7. Now spell the word **strange**. There was a *strange* odor in the air.
8. Spell the word **change**. We will *change* the calendar on the first day of the month.
9. Change the word *change* to **hinge**. The *hinge* holding the door up lost a screw.
10. Spell the word **sage**. *Sage* is an herb used in cooking.

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). As an alternative, have students write as many words as they can using the letters in this lesson.

Bonus Activity

Have students write create a word sort using words with short and long vowels.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 12 Part 2. Check for accuracy and automaticity.

Review Activities Lesson Week 12

Building Words

Review Activity for Spelling Lesson Week 12

Part 3 of 3, 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 Instructor Cards for Spelling Lesson Week 12.

Building Words

Let's practice adding suffixes to words that follow Phonetic Skill 3.

1. Spell the word **go**. Spell the suffix **-ing**. Put the word and the suffix together to spell the word **going**. We are *going* to the soccer game this afternoon.
2. Spell the word **be**. Spell the suffix **-ing**. Put the word and the suffix together to spell the word **being**. They were *being* kind to their neighbor.

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

3. Spell the word **grade**. Spell the suffix **-ing**. Which letter do you need to remove before you add **-ing**? (the silent e) Correct. Remove the *e* at the end of the word. Now put the word and suffix together to spell the word **grading**. My teacher is *grading* our math tests.
4. Now spell the word **graze**. Add a suffix to change the word to **grazing**. Which letter do you need to remove before adding the suffix? (the silent e) Correct. The cow was *grazing* in the meadow.
5. Spell the word **gape**. Add a suffix to spell the word **gaping**. Which letter do you need to remove before adding the suffix? (the silent e) Correct. A *gaping* hole appeared in the thick ice.
6. Spell the word **bake**. Now spell the suffix **-er, /er/**. Remember, before adding the suffix, we need to remove the silent *e*. Remove the silent *e* then add the suffix to the root to spell the word **baker**. I want to be a *baker* one day.
7. Spell the word **bike**. Now spell the suffix **-er, /er/**. Which letter do you need to remove before adding the suffix? (the silent e) Correct. Remove the silent *e* then add the suffix to the root to spell the word **biker**. The *biker* quickly changed her flat tire.
8. Spell the word **like**. Spell the suffix **-ed**. Which letter do you need to remove before adding the suffix? (the silent e) Correct. Remove the silent *e* then add the suffix to the root to spell the word **liked**. I *liked* that book!
9. Spell the word **blaze**. Spell the suffix **-ed**. Now spell the word **blazed**. Which letter do you need to remove before adding the suffix? (the silent e) Correct. The fire *blazed* in the fireplace.
10. Spell the word **age**. Spell the suffix **-ed**. Now spell the word to **aged**. Which letter do you need to remove before adding the suffix? (the silent e) Correct. Looking at my baby pictures helps me see that I've grown and *aged*.

Review Activities Lesson Week 12

Building Words
Review Activity for Spelling Lesson Week 12
Part 3 of 3, Adding Suffixes to Phonetic Skills 3 and 4

A	E	E	I	O	B	D	G
G	K	L	N	P	R	Z	

a

e

o

d

i

g

e

z

r

p

n

l

k

g

Reading Horizons Discovery® Spelling Lesson Week 12

Cloze Passage 1

Name _____ Date _____

Based on **Reading Horizons Discovery® Little Book “Prince Gene”**

_____ Gene sat on the _____ of the cliff. He wished that he could be on the _____ black ship. He felt a wind brush by his _____.

There was a soft sound close by. He sat up and _____ to his left.

He was shocked! Drifting next to him was a ghost with a kind face. She was dressed in white _____ and had a _____ smile. “My name is _____. Why do you look so sad, Prince _____?” she asked. Then his dad woke him up.



Reading Horizons Discovery® Spelling Lesson Week 12

Cloze Passage 1

Another Sound for C and G Word Bank

huge Gene nice edge

face Prince lace Grace

glanced

Spelling Lesson Week 12

Building Words Transfer Card 2 of 3

Another Sound for G

Words:

gent	gist	cage	range	strange
stage	age	hinge	sage	change

Sentence:

The gent made a strange change to the stage.

Spelling Lesson Week 12

Building Words Transfer Card 3 of 3

Adding Suffixes to Phonetic Skills 3 and 4

Words:

going	being	baker	grading	biker
gaping	liked	blazed	aged	grazing

Sentence:

The baker was gaping at the huge cake.

Name _____

If two consonants come between silent e and the first vowel, those consonants act as guardians and keep the first vowel short.

Lesson 47: Another Sound for C and G

Prove and read these words. Each word has a rainbow and a silent e, with two guardian consonants in between the vowels. Then draw a line between words that rhyme. The first word has been done for you.

princ^e
* * *
x s

fudge

lunge

fence

France

dance

Spence

since

plunge

smudge

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 *

roping roping

fade

fade

crate

crate

time

time

rake

rake

tape

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 12
Sort and Spell 1

Two Sounds of C	
/k/ Sound of C	/s/ Sound of C

Reading Horizons Discovery® Spelling Lesson Week 12
Sort and Spell 1

Word Bank

came

cat

cent

cinch

cob

cope

cube

cut

cute

dance

face

mice

nice

place

space

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 12
Sort and Spell 1
Sentences

Name _____ Date _____

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

1. He dropped an ice _____ on the rug.

2. They _____ to see me dance.

3. I added one _____ to my bank.

4. Some people think that a black _____ is bad luck.

5. She had a big grin on her _____.

6. There are _____ in the tent!

Reading Horizons Discovery® Spelling Lesson Week 12
Sort and Spell 2

Two Sounds of G	
/G/ Sound of G	/J/ Sound of G

Reading Horizons Discovery® Spelling Lesson Week 12
Sort and Spell 2

Word Bank

age cage

fridge gale

gap gave

gem gist

golf got

gulp gush

huge stage

wedge

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 12
Sort and Spell 2
Sentences

Name _____ Date _____

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

1. They danced on the _____.

2. The _____ ball is on the grass.

3. He put the wedge of cake in the _____.

4. At what _____ can I get a job?

5. He _____ sick after he ate lunch.

6. She _____ her mom a big hug.

Suffixes Added to Words That Follow Phonetic Skills 3 and 4	Phonetic Skill 3 + a Suffix	Phonetic Skill 4 + a Suffix
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Phonetic Skill 3 + a Suffix	Suffixes Added to Words That Follow Phonetic Skills 3 and 4	Phonetic Skill 4 + a Suffix							

Reading Horizons Discovery® Spelling Lesson Week 12

Sort and Spell 3

Word Bank

baked	being
blamed	braver
closer	dining
finest	going
named	nicest
wider	wiper

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 12
Sort and Spell 3
Sentences

Name _____ Date _____

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

1. She ate _____ fish for lunch.

2. We are _____ to be late.

3. Do you know which place is _____?

4. We _____ our new dog Dodge.

5. Are you _____ nice to your mom?

6. He got _____ for losing the map.

Reading Horizons Discovery® Spelling Lesson Week 12
Sort and Spell 3
Word Sort Questions

Name _____ Date _____

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

1. Which phonetic skill in this sort has the most words?

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

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