



2nd Grade Packet

-LE at the End of a Word

Adding Suffixes to Words Ending in Y

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 21: *-LE* at the End of a Word; Adding Suffixes to Words Ending in *Y*

Spelling Skill: Most often, when you are spelling a word ending with /ul/, you spell the sound with *-le*. When spelling a word with a short vowel sound before the *-le* ending, double the consonant before the *-le*. If a two-syllable word ends with the sound /kul/, and the vowel in the first syllable is short, the ending will be spelled *-ckle*. When a word ends with *ay*, just add an *s* to make a plural or a verb ending. When *y* follows a consonant at the end of a word, change the *y* to *i*, and add the suffix. When adding the suffix *-ing* to a word ending in *y*, keep the *y* in place.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	bubble humble eagle idle prattle trample stifle +baby +cry +play +spy +pony +happy +lad +day	again move picture animal does

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 that end with <i>-le</i> .	2. Add the suffix <i>-es</i> to two words that end with <i>y</i> from the word bank. Write a sentence using at least one of the new words.	3. Find and prove one word ending in <i>y</i> that makes sense when the suffixes <i>-er</i> and <i>-est</i> are added to it. Then add each suffix to make two new words.
4. Find and prove one word ending in <i>y</i> that makes sense when the suffixes <i>-s</i> and <i>-ing</i> are added to it. Rewrite the word adding each suffix to make two new words.	5. Spell and prove two words from the word bank that end with <i>-le</i> . Then prove two words that end in <i>y</i> , and add a suffix to each one to make two new words.	6. Write a sentence using a word that ends with <i>-le</i> and one MCW from the word bank.
7. Write a sentence using a word that ends with <i>-le</i> , and draw a picture to illustrate the sentence.	8. Add the suffix <i>-ed</i> to a word ending in <i>y</i> from the word bank.	9. Spell and prove one word ending in <i>y</i> from the word bank. Then rewrite the word adding any suffix to make a new word.

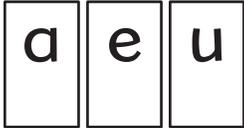
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 21

Building Words Review Activity for Spelling Lesson Week 21 Part 1 of 2, -LE at the End of a Word

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 21.

Building Words

Let's practice spelling two-syllable words that end in *-LE*. When you hear /ul/ at the end of a word with more than one syllable, it is usually spelled *-e*.

1. Say the word **cable**. What is the pronunciation of the second syllable? (/bŭl/) Which two letters spell the /ŭl/ sound? (*-e*) Correct. Spell the first syllable; spell /kā/. Spell the second syllable; spell /bŭl/. Put the syllables together to spell the word **cable**. Will you hand me the blue **cable**?
2. Change the first sound in the word **cable** to spell the word **table**. Put the book on the **table**.
3. Remove the first letter in the word **table** to spell a new word. What is the new word? (**able**) Correct. The new word is **able**. I wasn't **able** to go to the store yesterday.
4. Remove the first syllable of the word **able**. Which letter did you remove? (the vowel a) Correct. Now spell **grum** and add it to the beginning of the word. What is the new word? (**grumble**) Correct. The new word is **grumble**. It is best not to **grumble** about homework.
5. Change the first sound in the word **grumble** to spell the word **tumble**. The gymnast will **tumble** on the mat.
6. Change the first sound in the word **tumble** to spell the word **crumble**. Blueberry **crumble** is a dessert.
7. Spell the first syllable in the word **maple**. Spell /mā/. What is the pronunciation of the second syllable? (/pŭl/) Correct. Which two letters spell /ŭl/? (*-e*) Correct. Spell the second syllable; spell /pŭl/. Put the syllables together to spell the word **maple**. I will pour **maple** syrup on top of the waffle.
8. Change the order of the first two letters of the word **maple** to spell a new word. What is the new word? (**ample**) Correct. The new word is **ample**. **Ample** is another word for, or a synonym of, the word **plenty**.
9. Say the word **uncle**. What is the pronunciation of the second syllable? (/kŭl/) Which two letters spell the /ŭl/ sound? (*-e*) Correct. Spell the first syllable; spell /ŭn/. Spell the second syllable; spell /kŭl/. Put the syllables together to spell the word **uncle**. My mom's brother is my **uncle**.
10. Finally, spell the word **bugle**. The **bugle** sounded across camp to announce breakfast.

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

To build vocabulary, have students write at least one sentence using the word **ample** from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 21 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 21

Building Words

Review Activity for Spelling Lesson Week 21

Part 1 of 2, -LE at the End of a Word

A	E	U	B	C	G	L	M
N	P	R	T	le			

m | g c b u e a

u d r p n
le t e

Review Activities Lesson Week 21

Building Words

Review Activity for Spelling Lesson Week 21

Part 2 of 2, Adding Suffixes to Words Ending in Y

A	E	I	Y	D	G	L	N
R	S	T	es	ed	ing	est	

n l g d y i e a

esting ed es t s r

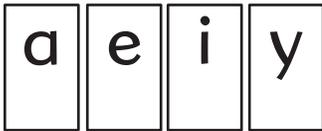
Review Activities Lesson Week 21

Building Words

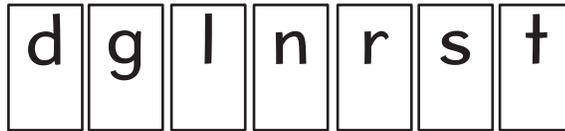
Review Activity for Spelling Lesson Week 21 Part 2 of 2, Adding Suffixes to Words Ending in Y

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 21.

Building Words

Let's practice adding suffixes to words ending in y. Let's begin with words that have adjacent vowels that end in y.

1. Spell the word **tray**. Make it plural to spell **trays**. Put your *trays* away after lunch.
2. Change the word *tray* to spell the word **stray**. Add the suffix **-ed** to spell **strayed**. The class *strayed* from the path to get a better look at the plants.
3. Spell the word **relay**. Make it plural to spell **relays**. The track team ran three *relays*.

Now let's add suffixes to words that have a y following a consonant at the end of the word. Remember, you must change the y to i before adding the suffix.

4. Spell the word **lady**. Does y at the end of the word follow a consonant? (yes) What will you do before adding the suffix **-es** to this word? (change the y to an i, and then add the suffix) Correct. Spell **ladies**. There are six young *ladies* on the team.
5. Spell the word **try**. Change the word *try* to **tried**. I *tried* to ride my bike without training wheels.
6. Spell the word **dry**. Change the word *dry* to **driest**. This winter is one of the *driest* on record.

Now let's add the suffix **-ing** to words that end with y. When adding the suffix **-ing**, keep the final y in place because the i in **-ing** is part of the suffix.

7. Spell the word **try**. Change it to **trying**. Leave the y, and add **-ing**. She liked *trying* new foods.
8. Let's try another one. Spell the word **rely**. Change it to **relying**. The team is *relying* on their coach to help them.
9. Spell the word **deny**. Change it to **denying**. There is no *denying* that this meal is delicious!

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 create a word sort using words from the lesson (e.g., sort words by suffix or sound of y).

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 21 Part 2. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 21
Cloze Passage 1

Name _____ Date _____

Based on *Reading Horizons Discovery® Little Book "Be Nice to Dogs"*

A _____ is a simple tale that teaches a lesson.

Dwight had a dog named Uncle Chuckle. Dwight dressed _____

Chuckle in a _____ pair of pants every day. Uncle _____ would

wiggle and _____ out of the pants. So, Dwight put a _____ on

Uncle Chuckle's pants. One day Uncle Chuckle spoke to Dwight. "I do not

like to be dressed like people," he said with a _____. The next day,

Dwight was _____ with his dog. He even gave him an _____.



Reading Horizons Discovery® Spelling Lesson Week 21

Cloze Passage 1

-LE at the End of a Word Word Bank

apple

grumble

jiggle

buckle

fable

Chuckle

little

Uncle

gentle

Spelling Lesson Week 21

Building Words Transfer Card 1 of 2

-LE at the End of a Word

Words:

cable	grumble	tumble	crumble	uncle
table	bugle	maple	ample	able

Sentence:

My uncle set the apple crumble on the table.

Spelling Lesson Week 21

Building Words Transfer Card 2 of 2

Adding Suffixes to Words Ending in Y

Words:

trays strayed relays ladies tried
driest trying relying denying

Sentence:

I am trying to dry all the trays.

Name _____

Words that end in *-le* have the sound /ul/, as in *bubble*. Put a small schwa between the *l* and the consonant before it. There is no working vowel — only a vowel sound — in the last syllable.

Lesson 69: *-LE* at the End of a Word

Prove and read the words below. Remember: *bl*, *fl*, and *pl* are Blends. Mark them. The first two words have been done for you.

tā|ble^ə

simple

rā||tle^ə

puddle

raffle

tremble

bubble

middle

humble

maple

Name _____

This exercise provides practice adding suffixes to words ending with y.

Lesson 71: Adding Suffixes to Words Ending in Y

1. When a word ends in an adjacent vowel with y, just add an s to make the word plural: dayss.

Add the s to the following words. Then read each word.

key_ way_ delay_

2. When y follows a consonant, change the y to an i, and add -es, -ed, or -est. Example: dry dries dried driest

Add -es, -ed, or -est as shown. Then read each word.

pony+ies= _____

tidy+ied= _____

3. When -ing is added to a word ending in y, leave the y, and add -ing. Example: fly+ing=flying

Add -ing to the following words. Then read the words.

dry+ing= _____

supply+ing= _____

Some of the words in the sentence below ended in y before a suffix was added. Read each sentence. Then circle those words.

The tiniest ponies are happiest when they are prancing.

Reading Horizons Discovery® Spelling Lesson Week 21
Sort and Spell 1

Words Ending in <i>-LE</i> or <i>-EL</i>	Words Ending in <i>-EL</i>

Word Bank

bottle

candle

cancel

channel

chuckle

fable

little

navel

nibble

pixel

rattle

saddle

sequel

tunnel

Page intentionally left blank.

Name _____ Date _____

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

1. A _____ is a small tale told to teach a lesson.

2. Another word for belly button is _____.

3. Dad fed the baby sheep a _____ of milk.

4. Do you know if the baseball game will be on this _____?

5. The train sped through the long _____.

6. She has a _____ dog.

7. The baby thinks shaking the _____ is fun.

8. There is only one _____ on the cake.

Name _____ Date _____

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

1. Which letters come before *-e/* in the words in the second column? _____

2. Write three words from the sort that have a long vowel sound in the first syllable. _____

3. Write the word from the sort that means to *laugh quietly*. _____

Word Bank

babies	buddies
cried	days
delayed	drying
flying	guppies
happiest	ladies
player	swayed
trophies	

Page intentionally left blank.

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

Adding Suffixes to Words Ending in Y	
Just Add the Suffix	Change Y to I and Then Add the Suffix

Name _____ Date _____

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

1. We need one more _____ on our team.

2. He was late because his flight was _____.

3. How many _____ are in one week?

4. These two _____ are twins.

5. The players on the winning team all got _____.

6. Female _____ can have more than one hundred babies at a time.

7. You and I are friends, so we are _____.

8. She had a dream that she was _____ over tall trees.

Name _____ Date _____

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

1. Write the root word of the word *happiest*. _____

2. Write the root word of the word *player*. _____

3. Write the root word of the word *guppies*. _____

