



## 2<sup>nd</sup> Grade Packet

Other Suffixes: *-TION*, *-SION*, and *-OUS*

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) LESSON WEEK 35: Other Suffixes: *-TION*, *-SION*, and *-OUS*

**Spelling Skill:** Words ending with the suffixes *-tion* or *-sion* are nouns. There are two ways to spell the ending syllable /shun/: *-tion* and *-sion*. Spell /shun/ with *-tion* when the root word ends with the sound /t/, or when the suffix follows Murmur Diphthongs, long vowels, and the short sound of the vowel *i*. Spell /shun/ with *-sion* after the letters *l*, *r*, or *s* and after a root word ending in *-mit*. Following the letter *n*, /shun/ can be spelled with *-tion* or *-sion*. The suffix *-sion* is also used to spell /zhun/ following a vowel sound, including Murmur Diphthongs. The suffix *-ous* changes a noun to an adjective and is pronounced /us/.

Example Word	<u>Word Bank</u>			
	Skill Words		Most Common Words	
	station ambition tension joyous impression	mention promotion studious expectation election	lotion vision confusion tremendous permission	one once only come some

### 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 skill words from the word bank.	2. Choose the word from the word bank that ends with the sound /zhun/. Then write a sentence using the word.	3. Spell and prove two skill words from the word bank.
4. Choose an adjective from the word bank. Then write a sentence using the word.	5. Spell and prove three skill words from the word bank.	6. Use words from the word bank to create a travel advertisement.
7. Spell and prove two skill words from the word bank.	8. Choose a noun from the word bank. Write the word. Then draw a picture to illustrate the meaning of the word.	9. Spell and prove two skill words from the word bank.

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

# Review Activities Lesson Week 35

## Building Words

Review Activity for Spelling Lesson Week 35

Other Suffixes: **-TION**, **-SION**, and **-OUS**

<b>A</b>	<b>E</b>	<b>O</b>	<b>U</b>	<b>I</b>	<b>I</b>	<b>C</b>	<b>M</b>
<b>N</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>V</b>		

**m c i i u o e a**

**v f s r n n**

# Review Activities Lesson Week 35

## Building Words

Review Activity for Spelling Lesson Week 35

Other Suffixes: **-TION**, **-SION**, and **-OUS**

Alternates

<b>tion</b>	<b>sion</b>	<b>ous</b>	

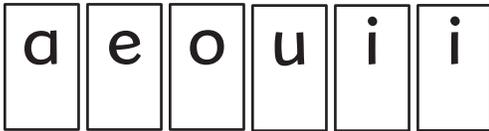
**ous sion tion**

# Review Activities Lesson Week 35

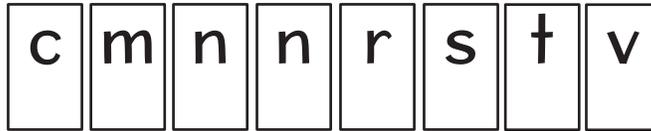
## Building Words Review Activity for Spelling Lesson Week 35 Other Suffixes: *-TION*, *-SION*, and *-OUS*

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 35.

### Building Words

Let's practice spelling words with the suffix *-tion*. It's pronounced /shŭn/.

1. Say the word **section**. Spell the first syllable in the word; spell /sĕk/. Now spell the final syllable; spell /shŭn/. Put them together to spell the word *section*. We parked the car in the green *section* of the parking lot.
2. Spell the word **nation**. Do you know which state is the largest in the *nation*?

Now let's practice words with the suffix *-sion*. This can be pronounced /shŭn/ or /zhŭn/.

3. Say the word **mansion**. Spell the first syllable; spell /măñ/. What does it end with? (*n*) Correct. Use *-sion* to spell /shŭn/ after the consonants *s*, *n*, or *l*. Spell *mansion*. It is a lot of work to clean a *mansion*.
4. Say the word **vision**. What sound does the second syllable make? (/zhŭn/) What letters do you use to spell /zhŭn/? (*-sion*) Correct. Spell *vision*. The class shared its *vision* of the new playground with the principal.

Let's spell a word with *-ous*. It is pronounced just like /ŭs/.

5. Say the word **nervous**. Is it a noun or an adjective? (an adjective) Correct. When the word is an adjective, the /ŭs/ ending is spelled *o-u-s*. Now spell the word *nervous*. He got *nervous* before taking the test.

### 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 play another variation of Beat the Clock writing as many words from the lesson that they can remember in the specified amount of time.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 35. Check for accuracy and automaticity.

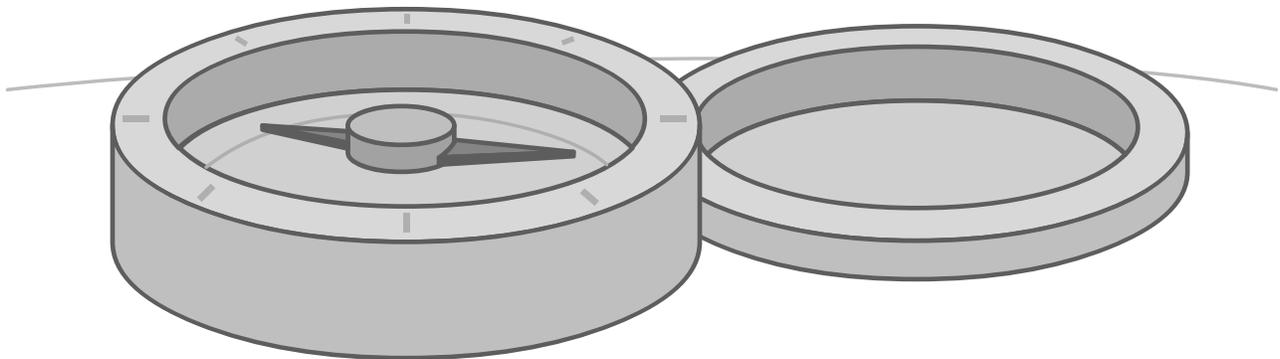
**Reading Horizons Discovery® Spelling Lesson Week 35**  
**Cloze Passage**

Name \_\_\_\_\_ Date \_\_\_\_\_

Based on *Reading Horizons Discovery® Little Book*  
“Inventions From the Middle Ages”

The period of time from 500 AD to 1500 AD is known as the Middle Ages. It was a \_\_\_\_\_ time in history. This time period saw a \_\_\_\_\_ flow of new ideas. It also saw the \_\_\_\_\_ of many \_\_\_\_\_ inventions.

Some of those \_\_\_\_\_ had their \_\_\_\_\_ during the Middle Ages. Of course, there have been \_\_\_\_\_, but many of those inventions are still in use today.



# **Reading Horizons Discovery® Spelling Lesson Week 35**

## **Cloze Passage**

**Other Suffixes: -TION, -SION, and -OUS Word Bank**

production

tremendous

famous

continuous

revisions

introduction

inventions

# Spelling Lesson Week 35

## Building Words Transfer Card

**Other Suffixes: -TION, -SION, and -OUS**

Words:

section   nation   mansion  
vision   nervous

Sentence:

He was nervous about his section of the presentation.

Name \_\_\_\_\_

The suffix *-tion* has the sound /shun/, as in *vacation*. It is almost always at the end of a word, and it always makes its own syllable. It is marked with an x below and between the vowels, and the whole combination is joined with an arc.

### Lesson 93: Other Suffixes: *-TION*, *-SION*, and *-OUS*

Prove and read the words below. The first word has been done for you.

lō|cā|tion  
x | x | x

carnation

vacation

portion

station

nation

description

If the letter *i* come before *-tion*, the *i* will be short. Prove and read the words below. The first word has been done for you.

ā|d|dition  
x | x | x

condition

ambition

position

Name \_\_\_\_\_  
-----  
\_\_\_\_\_

The suffix *-sion* also has the sound /shun/ when it follows *s*, *n*, or *l*. When it follows a vowel or a Murmur Diphthong, its sound changes to /zhun/.

**Lesson 93: Other Suffixes: -TION, -SION, and -OUS**

Prove and read the following words. The first word has been done for you.

mission  
x | x

impression

permission

expansion

extension

percussion

Following a vowel or Murmur Diphthong, the sound of *-sion*, /shun/, changes to /zhun/. Remember, *i* is short before *-tion* or *-sion*. Prove and read the following words.

abrasion  
x | x | x

inclusion

decision

conversion

incision

submersion

Word Bank

adventurous compassion

corrosion diversion

emotion expansion

famous fraction

fusion gorgeous

luminous mention

occasion transportation

vacation

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Reading Horizons Discovery® Spelling Lesson Week 35  
Sort and Spell 1

Words with the Suffixes <i>-TION</i> , <i>-SION</i> , or <i>-OUS</i>		
Words with the Suffix <i>-TION</i>	Words with the Suffix <i>-SION</i>	Words with the Suffix <i>-OUS</i>

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. The \_\_\_\_\_ author signed my book.

2. They showed \_\_\_\_\_ when they helped the lost child find his parents.

3. Snowboarding down a large mountain is \_\_\_\_\_.

4. If you could go anywhere on \_\_\_\_\_, where would you go?

5. Did he \_\_\_\_\_ anything about living by a lake?

6. A number like  $\frac{1}{2}$  is called a \_\_\_\_\_.

7. Her birthday will be a fun \_\_\_\_\_ to celebrate.

8. Buses provide one type of \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. Write a word from the sort in which *-sion* is pronounced /shŭn/. \_\_\_\_\_

2. Which word from the sort is a synonym for the word *beautiful*? \_\_\_\_\_

3. Write one word from the sort that has a long vowel sound right before *-tion*. \_\_\_\_\_

