



2nd Grade Packet

Adding Suffixes to
Phonetic Skills 1 and 2
Three Sounds of *-ED*

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 9: Adding Suffixes to Phonetic Skills 1 and 2; Three Sounds of *-ED*

Spelling Skill: When adding a suffix to a Phonetic Skill 1 word, double the ending consonant before adding the suffix. When adding a suffix to a Phonetic Skill 2 word, and a word ending with x or a Digraph, just add the suffix. The suffix *-ed* is always spelled the same way, but it has three different sounds. Following voiceless letters, the sound of the suffix *-ed* is /t/. Following voiced letters, the sound of the suffix is /d/. Following *t* or *d*, the sound of *-ed* is /ɪd/.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
b <u>u</u> z <u>z</u> <small>ˌbʊz z</small>	+buzz	+land	+run	look
	+fish	+end	+sing	some
	+soft	+pin	+big	number
b <u>u</u> z <u>z</u> <u>e</u> <u>d</u>	+drop	+camp	+sprint	people
	+mix	+crunch	+rent	they

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 a word that ends in a sound that would make the <i>-ed</i> suffix say /t/. Then rewrite the word adding the <i>-ed</i> suffix.	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 a word that ends in a sound that would make the <i>-ed</i> suffix say /d/. Then rewrite the word adding the <i>-ed</i> suffix. Write a sentence using the new 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. Prove one word from the word bank that makes a new (real) word when the suffix <i>-est</i> is added to it. Then rewrite the word adding the suffix <i>-est</i> . Write a sentence using the new word.
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. Spell and prove a word that ends in a sound that would make the <i>-ed</i> suffix say /ɪd/. Then rewrite the word adding the <i>-ed</i> suffix.	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.

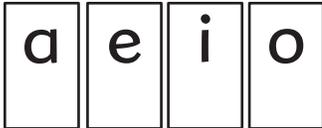
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 9

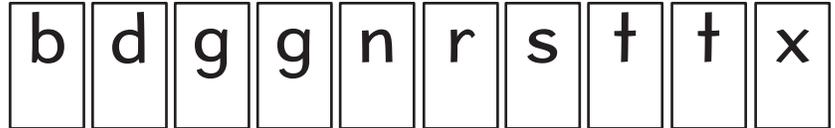
Building Words Review Activity for Spelling Lesson Week 9 Part 1 of 3, Adding Suffixes to Phonetic Skill 1

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 9.

Building Words

Let's practice adding suffixes to Phonetic Skill 1. Remember, when adding a suffix to words that follow Phonetic Skill 1, double the ending consonant before adding the suffix.

1. Start by spelling the word **set**. Spell the suffix **-ing**. What do we need to do before adding the suffix **-ing** to spell the word **setting**? (Double the ending consonant). Correct. Add the letter **t** to double the ending consonant in the word **set** then add the suffix. What is the new word? (**setting**). Correct. The **setting** of the story was the forest.
2. Change the beginning letter in the word **setting** to spell **getting**. Tonight we are **getting** dinner at a restaurant. What is the suffix in the word **getting**? (**-ing**) Correct. Remove the suffix. Next, remove the consonant that was added before the suffix. What is the root of the word **getting**? (**get**) Correct. Where should we **get** dinner tonight?
3. Spell the word **big**. Spell the suffix **-er**. What do we need to do before adding the suffix **-er** to spell the word **bigger**? (Double the ending consonant). Correct. Add the letter **g** to double the ending consonant then add the suffix. What is the new word? (**bigger**) Correct. He was **bigger** than his younger brother.
4. Now remove the suffix and add a new suffix to spell the word **biggest**. We ate the **biggest** piece of cake. What is the root of the word **biggest**? (**big**) Correct. Which Phonetic Skill does **big** follow? (Phonetic Skill 1) Correct. Which consonant was doubled in order to add a suffix? (**g**)
5. Spell the word **bag**. Now spell the suffix **-ed**, /d/. What do we need to do before adding the suffix **-ed** to spell the word **bagged**? (Double the ending consonant). Correct. Add the letter **g** to double the ending consonant then add the suffix. What is the new word? (**bagged**) Correct. The store owner **bagged** our groceries for us.
6. Spell the word **bat**. Spell the suffix **-er**. Put the word and suffix together to spell the word **batter**. Remember, when adding a suffix to a word that follows Phonetic Skill 1, you must double the ending consonant before adding the suffix. Which consonant did you double in this word? (the letter **t**) Correct. The **batter** will try to hit the baseball.

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Review Activities Lesson Week 9

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Now let's practice adding suffixes to words ending in *x*. Words that end in *x* are an exception. When you add suffixes to words ending in *x*, you do not need to double the ending consonant.

7. Spell the word **box**. Add a suffix to spell the word **boxes**. They had several *boxes* to move.
8. Change the word *boxes* to the word **boxed**. He *boxed* the dishes very carefully.
9. Spell the word **tax**. Add a suffix to spell the word **taxing**. The word *taxing* can mean that something is exhausting or difficult. Running a marathon is *taxing* on your body.
10. Change the word *taxing* to the word **taxed**. In many states, items that you buy at the store are *taxed* so that a little bit of money goes to the state or country.

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 draw pictures to illustrate words from the lesson before and after each suffix was added. For example, a student may choose to draw three items that demonstrate the words *big*, *bigger*, and *biggest*.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 9 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 9

Building Words
Review Activity for Spelling Lesson Week 9
Part 1 of 3, Adding Suffixes to Phonetic Skill 1

A	E	I	O	B	D	G	G
N	R	S	T	T	X		

g g d p o i e a

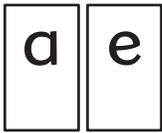
x t t s r n

Review Activities Lesson Week 9

Building Words Review Activity for Spelling Lesson Week 9 Part 3 of 3, Three Sounds of **-ED**

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 9.

Building Words

Let's practice spelling words that end with the suffix **-ed**.

1. Spell the word **tap**. What is the final sound you hear in *tap*? (/p/) Is the final sound voiced or voiceless? (voiceless) Correct. When the final sound of the root word is voiceless and does not end with the letter *t*, **-ed** will be pronounced /t/. Since this is a Phonetic Skill 1 word, you'll double the final consonant before adding the **-ed** suffix to spell the word **tapped**. Say the word. What sound does **-ed** make? (the sound of **-ed** is /t/) Correct. He *tapped* his pencil on his desk.
2. Spell the word **pass**. What is the final sound you hear in the word *pass*? (/s/) Is the final sound voiced or voiceless? (voiceless) Correct. Add a suffix to *pass* to spell the word **passed**. Say the word. What sound does **-ed** make? (the sound of **-ed** is /t/) Correct. I *passed* the ball to my teammate.
3. Spell the word **bag**. What is the final sound you hear in the word *bag*? (/g/) Is the final sound voiced or voiceless? (voiced) Correct. Change the word *bag* to **bagged**. Say the word. What sound does **-ed** make? (the sound of **-ed** is /d/) Correct. At the grocery store, I *bagged* all the fruit together.
4. Spell the word **gab**. What is the final sound you hear in the word *gab*? (/b/) Is the final sound voiced or voiceless? (voiced) Correct. Add a suffix to *gab* to spell the word **gabbed**. Say the word. What sound does **-ed** make? (the sound of **-ed** is /d/) Correct. The word *gab* means the same thing as talk or chat. We *gabbed* about the weekend.
5. Spell the word **plant**. What is the final sound you hear in the word *plant*? (/t/) When the final sound in the root word is /d/ or /t/, then the sound of **-ed** will be /id/. Add a suffix to *plant* to spell the word **planted**. Say the word. What sound does **-ed** make? (the sound of **-ed** is /id/) Correct. We *planted* flowers in the garden.
6. Spell the word **land**. What is the final sound you hear in the word *land*? (/d/) When the final sound in the root word is /d/ or /t/, then the sound of **-ed** will be /id/. Add a suffix to spell the word **landed**. Say the word. What sound does **-ed** make? (the sound of **-ed** is /id/) Correct. The plane *landed* on the runway.

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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.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 9 Part 3. Check for accuracy and automaticity.

Review Activities Lesson Week 9

Building Words
Review Activity for Spelling Lesson Week 9
Part 3 of 3, Three Sounds of **-ED**

A	E	B	B	D	D	G	G
L	N	P	P	S	S	T	ed

g g d p d b q b e a

ed t s s d d p n l

Reading Horizons Discovery® Spelling Lesson Week 9
Cloze Passage 1

Name _____ Date _____

Based on *Reading Horizons Discovery® Little Book "The Skipping Fish"*

Mudskippers are fish. They use their _____ for _____. They swim when they are _____ time in the water. Mudskippers go _____ on land. But mudskippers go the _____ on top of the water. They are _____ at swimming on water than other fish. Mudskippers must be _____ wet all of the time. They can dig in the _____ and _____ sand.



Reading Horizons Discovery® Spelling Lesson Week 9
Cloze Passage 1
Adding Suffixes to Phonetic Skills 1 and 2 Word Bank

dripping

fastest

softest

swimming

wettest

faster

quicker

spending

fins

Spelling Lesson Week 9

Building Words Transfer Card 1 of 3

Adding Suffixes to Phonetic Skill 1

Words:

setting	getting	bigger	biggest	bagged
batter	boxes	boxed	taxing	taxed

Sentence:

She is getting the biggest boxes.

Spelling Lesson Week 9

Building Words Transfer Card 3 of 3

Three Sounds of *-ED*

Words:

tapped	passed	bagged
gabbed	planted	landed

Sentence:

I passed the figs and grabbed a plum from the stack.

Name _____

When letters are added to the ending of a base word, it changes the meaning of the word. This group of letters is called a *suffix*.

Lesson 37: Adding Suffixes Phonetic Skills 1 and 2

Read, write, and mark each base word below to prove the vowel sound. Below that, write the word again and add the suffix. Then underline the suffix. Read the new word.

mop

add *-ing*

add *-ed*

plant

add *-ing*

add *-ed*

Read the sentence below. Then circle the words in the sentence that end with a suffix.

The hunter called his dog while setting up camp.

Name _____

The suffix *-ed* has three sounds.
The consonant sound that comes
before the *-ed* suffix determines
the sound of the suffix.

Lesson 38: Three Sounds of **-ED**

After voiceless consonants (*f, k, p, s, x, ch, sh*), *-ed* says /t/ ⊖:
huffed, *taxed*, *mashed*.

After voiced consonants (*n, m, b, g, l, v, z*), *-ed* says /d/ ⊕:
fanned, *smelled*, *loved*.

When the base word ends in the spelling of *t* or *d*, the *-ed* sound is
/id/: *planted*, *mended*.

Read the following words. Then write each word in the correct *-ed*
sound column. Underline the suffix *-ed* in each word. The first word has
been done for you.

bragged	mashed	tended	buzzed
kissed	grabbed	frosted	fished
clapped	fixed	spelled	landed

/t/ ⊖	/d/ ⊕	/id/
	bragged	

Word Bank

asked

batter

ended

filled

grasping

hopping

jumping

lender

passed

reddest

shopper

shopping

slipping

wagged

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Reading Horizons Discovery® Spelling Lesson Week 9
Sort and Spell 1

Phonetic Skill 1 and Phonetic Skill 2 Root Words	
Phonetic Skill 1 Root Word	Phonetic Skill 2 Root Word

Name _____ Date _____

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

1. He is _____ onto the rug.

2. She was _____ for a silk dress.

3. The _____ swung at the ball.

4. We _____ Mom if we could go swimming.

5. She _____ the tests out to the class.

6. The bag was _____ with cans of yams.

7. That ship had the _____ flag of them all.

Name _____ Date _____

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

1. How many root words in the sort follow Phonetic Skill 1? _____

2. How many Phonetic Skill 2 root words are there with the suffix *-ing*? _____

3. What is the root word in the word *shopping*?

Reading Horizons Discovery® Spelling Lesson Week 9
Sort and Spell 2

Sounds of -ED		
/t/	/d/	/id/

Word Bank

bonded	buzzed
chatted	cracked
filled	funded
handed	stuffed
mapped	pinched
plugged	popped
trapped	yelled

Page intentionally left blank.

Name _____ Date _____

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

1. We _____ out the path we would go on.

2. The chest was _____ with cash.

3. The crab _____ the sand.

4. He _____ lunch to the troll.

5. She _____, "Hi!"

6. The cat bed was _____ with fluff.

Name _____ Date _____

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

1. How many words from the sort have the same ending sound as the word *mended*? _____

2. How many words from the sort have the same ending sound as the word *stopped*? _____

3. How many words from the sort have the same ending sound as the word *hugged*? _____