



3rd 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) Spelling LESSON WEEK 10: Another Sound for C and G, and 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 or words that end with silent *e*, drop the silent *e*, and then add the suffix.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
	huge	price	gist	sound
	scent	bridge	+go	little
	+be	+hope	+quote	many
	+ride	+vote	+dance	some
	+note	+brave	+nice	would

The plus sign (+) appears in front of words that can have a suffix added. When practicing spelling words with suffixes, first prove the base 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 skill words from the word bank.	2. Write two skill words from the word bank that follow Phonetic Skill 2 and end with an <i>e</i> .	3. Spell and prove two skill words from the word bank.
4. Spell and prove a skill word from the word bank that would make sense with the suffix <i>-ed</i> . Rewrite the word adding the suffix.	5. Spell and prove three skill words from the word bank.	6. Spell and prove a skill word from the word bank that would make sense with the suffix <i>-est</i> . Rewrite the word adding the suffix.
7. Spell and prove two skill words from the word bank.	8. Write three words from the word bank that rhyme.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 10

Building Words

Review Activity for Spelling Lesson Week 10

Part 2 of 2, Adding Suffixes to Phonetic Skills 3 and 4

A	E	O	I	I	B	C	D
G	G	K	N	R	ing	ed	

d c b i i o e a
ed ing r n k g g

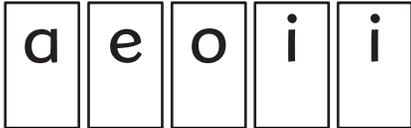
Review Activities Lesson Week 10

Building Words

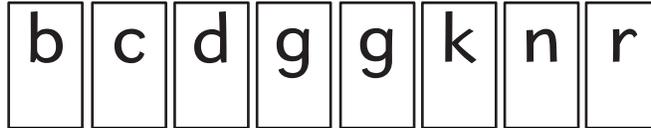
Review Activity for Spelling Lesson Week 10 Part 2 of 2, Adding Suffixes to Phonetic Skills 3 and 4

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

Vowel



Consonants



Skill Review

For skill information, see Grade 3 Instructor Cards for Spelling Lesson Week 10.

Building Words

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

1. Spell the word **be**. Spell the suffix **i-n-g**. Put the word and the suffix together to spell the word **being**.
The children are *being* quiet.
2. Spell the word **go**. Spell the suffix **i-n-g**. Put the word and the suffix together to spell the word **going**.
She is *going* to school.

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

3. Spell the word **bike**. Spell the suffix **i-n-g**. Put the word and the suffix together to spell the word **biking**.
Remember, before adding *i-n-g*, we have to remove the silent *e*. He is *biking* to school.
4. Change the word *biking* to spell **biked**. They *biked* down the street.
5. Spell the word **ice**. Spell the suffix **e-d**. Put the word and the suffix together to spell the word **iced**.
Remember, before adding *e-d*, we have to remove the silent *e*. The pond *iced* over.
6. Change the word *iced* to spell the word **raced**. I *raced* to the front of the house.
7. Change the word *raced* to spell the word **braced**. They *braced* the walls with strong supports.
8. Change the word *braced* to spell the word **bracing**. We are *bracing* for a winter storm.
9. Spell the word **binge**. Spell the suffix **e-d**. Put the word and the suffix together to spell the word **binged**.
Remember, before adding *e-d*, we have to remove the silent *e*. Over the weekend, we *binged* on our favorite TV show.
10. Spell the word **bake**. Spell the suffix **e-d**. Put the word and the suffix together to spell the word **baked**.
Remember, before adding *e-d*, we have to remove the silent *e*. He *baked* cookies for his classmates.

Beat the Clock

Ask students to use the Sounds 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).

Bonus Activity

Have students choose one root word from the lesson. Then ask them to write three different sentences using variations of the root word. Students could use the root word in the first sentence, the root word with the suffix *-ed* in the second sentence, and the root word with the suffix *-ing* in the third sentence.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 10 Part 2. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 10
Cloze Passage

Name _____ Date _____

“Are we _____ to have a friend over?” asked Lance.

“Yes. We have to get some stuff,” said Grace. “We have to get some

_____ for lunch. It is on sale. We can get a _____ bag. There is

_____ ham in the _____. The grapes are still _____, so do not

use them.”

“But I like grapes,” said Lance.

“I’m not _____. Do not use them. If I get the _____, I’ll look for

other grapes,” said Grace.



Reading Horizons Discovery® Spelling Lesson Week 10
Cloze Passage
Another Sound for C and G, and Adding Suffixes
to Phonetic Skills 3 and 4

chance

fridge

going

huge

joking

rice

sliced

unripe

Spelling Lesson Week 10

Building Words Transfer Card 2 of 2

Words:

being	going	biking	biked	iced
raced	braced	bracing	binged	baked

Sentence:

We raced to the end of the trail while we biked.

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.

prince

dance

fudge

Spence

lunge

since

fence

plunge

France

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| x

roping roping

fade

crate

time

rake

tape

Write a sentence with a Phonetic Skill 4 word to which you have added *-ing*. Then read the sentence.

Word Bank

mince	spice	rice
face	wince	France
nice	place	chance
race	twice	dance
lace	prince	dice
space	fence	glance
prance	slice	

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Reading Horizons Discovery® Spelling Lesson Week 10

Sort and Spell 1

Words Ending in *-CE*

Sort Words Ending in <i>-CE</i>		
Words Ending in <i>-CE</i> Following Long Vowels	Words Ending in <i>-CE</i> Following Short Vowels	

Name _____ Date _____

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

1. Ted added _____ to his _____ dish so it wouldn't be bland.

2. Is there a _____ you'd like to _____ with me at the ball?

3. The man in that tale was a _____ of _____ long ago.

4. Let's roll the _____ to find out who will _____ on the track _____.

5. Mom will _____ the nuts and put them on my _____ of cake.

6. The small scrape on my _____ made me _____.

7. This is a _____ _____ to put up a _____.

8. I got a quick _____ at the _____ on that dress.

9. Is there _____ for the colt to _____?

Name _____ Date _____

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

1. Which words have a consonant before the *-CE* ending?
Is it the words with short vowel sounds or long vowel sounds? _____

2. Which words rhyme with the word *prince*?
_____, _____

3. Which words rhyme with the word *France*?
_____, _____, _____, _____

4. Write three words that rhyme with the word *rice*.
_____, _____, _____

5. Write three words that rhyme with the word *lace*.
_____, _____, _____

Reading Horizons Discovery® Spelling Lesson Week 10

Sort and Spell 2

Words Ending in -GE

Sort Words Ending in -GE		
Words Ending in -GE Following Long Vowels	Words Ending in -GE	Words Ending in -GE Following Short Vowels

Word Bank

strange	fridge	grudge
edge	page	lunge
age	wage	huge
budge	cage	wedge
fudge	bridge	stage
sage	range	twinge
dodge	badge	

Page intentionally left blank.

Name _____ Date _____

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

1. There was a _____ smell in the _____.

2. I wouldn't hold a _____ against a friend.

3. The _____ wouldn't _____ because it was stuck to the one after it.

4. The chick in that _____ can live to a very old _____.

5. The _____ for that job is _____.

6. I held my dog so she couldn't _____ over the _____ of the cliff.

7. Did you get a _____ of _____?

8. There was a set with a lake and a _____ the _____.

9. The winner will get a _____.

10. The colt ate _____ on the _____.

11. She felt a _____ in her leg as she ran to _____ the ball.

Name _____ Date _____

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

1. How many words end with *-dge*? _____
Is the vowel sound in those words long or short?

2. How many words end with *-ange*? _____
Is the vowel *a* in those words long or short? _____

3. Which word has a short *a* vowel sound? _____

4. Which word rhymes with the word *wedge*? _____

5. Write three words that rhyme with the word *age*.
_____, _____, _____

Word Bank

Rewrite each root word adding the suffix shown above the word. Then sort each word into the correct column.

be	ing	ride	ing	hike	ed
take	ing	go	ing	change	ing
age	ing	hope	ing	place	ing
drape	ed	chime	ing	wake	ing
vote	ing	judge	ed	race	ed

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Reading Horizons Discovery® Spelling Lesson Week 10

Sort and Spell 3

Adding Suffixes to Phonetic Skills 3 and 4

Sort by Adding Suffixes to Phonetic Skills 3 and 4	
Just Add the Suffix	Change the Root Word Before Adding the Suffix

Name _____ Date _____

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

1. I am _____ and then _____ to bed.

2. We _____ our bikes before _____ them home.

3. Ben and Tan are _____ by _____ folded notes into a box.

4. I am _____ each year.

5. Fran is _____ up each day to the _____ of the clock's bells.

6. Were you _____ for a new bike?

7. Rick _____ the race, and Lin came in first place.

8. Don _____ the cloth over the desk.

9. She likes _____ nice.

10. Ann will be _____ her bike to class from now on.

11. They _____ out of the grove.

Name _____ Date _____

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

1. Which Phonetic Skill do the root words follow when you just add the suffix? _____

2. Which Phonetic Skill do the root words follow when you have to change the word before adding the suffix? _____

3. What changed in the Phonetic Skill 4 root words before each suffix was added?

4. Write all of the words that are in the first column.

5. How many words from the sort contain another sound for *c* or *g*? _____

