



3rd 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

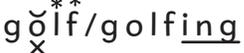
For more information, contact your teacher at _____.

Weekly Spelling Homework

Name _____ Date _____

(Form A) Spelling LESSON WEEK 7: Adding Suffixes to Phonetic Skills 1 and 2, and 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 words 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 is /t/. Following voiced letters, the sound of the suffix is /d/. Following *t* or *d*, the sound of *-ed* is /id/.

Example Word	Word Bank Skill Words	Most Common Words
 	+clap +click +spend +golf +tug +stall +hatch +lift +dash +cram +tax +run +wish +add +rust	there their out look people

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. Then rewrite each word adding a 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 skill words from the word bank. Then rewrite each word adding a 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 /id/. Then rewrite the word adding the <i>-ed</i> suffix.	5. Spell and prove three skill words from the word bank. Then rewrite each word adding a suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.	6. Add the suffix <i>-ing</i> to one skill word from the word bank that follows Phonetic Skill 1.
7. Spell and prove two skill words from the word bank. Then rewrite each word adding a suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i>) to make a new word.	8. Add the suffix <i>-er</i> to one skill word from the word bank that follows Phonetic Skill 2.	9. Spell and prove two skill words from the word bank. Then rewrite each word adding a 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 7

Building Words

Review Activity for Spelling Lesson Week 7

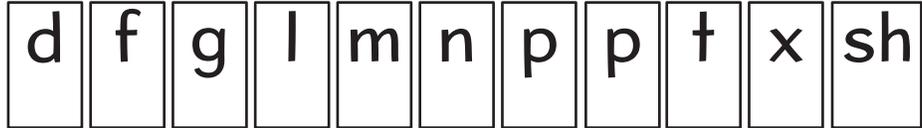
Part 1 of 2, Adding Suffixes to Phonetic Skills 1 and 2 and Three Sounds of -ED

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

Vowels



Consonants



Skill Review

For skill information, see Grade 3 Instructor Cards for Spelling Lesson Week 7.

Building Words

When adding a suffix to a word that follows Phonetic Skill 1, we usually double the ending consonant before adding the suffix. Let's practice adding the suffixes *e-d* and *i-n-g* to words that follow Phonetic Skill 1, using the Sounds Cards.

1. First spell the word **tip**. Spell the suffix *i-n-g*. Put the word and the suffix together to spell the word **tipping**. Remember, when adding a suffix to a word that follows Phonetic Skill 1, we usually double the ending consonant before adding the suffix. Which consonant do we need to double in this word? (the letter *p*) Correct. We need to double the letter *p* to spell **tipping**. The plant is **tipping** over.
2. Spell the word **tip** again. Add the suffix *e-d* to spell the word **tipped**. Did you remember to double the letter *p*? He **tipped** the jug to pour the water.

When we add a suffix to a Phonetic Skill 1 word that ends in a Digraph or the letter *x*, we do not need to double the final consonant because there are already two consonants or two consonant sounds at the end of the word. Let's practice.

3. Spell the word **fish**. Add the suffix *i-n-g* to spell the word **fishing**. They are **fishing** on the lake.
4. Spell the word **mix**. Add the suffix *e-d* to spell the word **mixed**. The baker **mixed** the cookie dough.
5. Spell the word **mix** again. Add the suffix *i-n-g* to spell the word **mixing**. We are **mixing** the cake batter.

When adding a suffix to a word that follows Phonetic Skill 2, we just add the suffix to the end of the word.

Let's practice.

6. Spell the word **lift**. Add the suffix *i-n-g* to spell the word **lifting**. The crane is **lifting** the materials to the roof.
7. Spell the word **lift** again. Add the suffix *e-d* to spell the word **lifted**. We **lifted** the heavy box.

Let's think about the three sounds of *e-d*.

8. Spell the word **fix**. What is the final sound in **fix**? (/ks/) Is the final sound voiced or voiceless? (voiceless) When the final sound in the root word is voiceless (except after the sound /t/), the *e-d* suffix will be pronounced /t/. Add a suffix to **fix** to spell **fixed**. Say the word. What sound does *e-d* make? (/t/) Correct. We **fixed** the broken clock.

(continued on next page)

(continued from previous page)

9. Spell the word **film**. What is the final sound in *film*? (/m/) Is the final sound voiced or voiceless? (voiced) When the final sound in the root word is voiced (except after the sound /d/), the *e-d* suffix will be pronounced /d/. Add a suffix to *film* to spell **filmed**. Say the word. What sound does *e-d* make? (/d/) Correct. She *filmed* the school play.
10. Spell the word **shift**. What is the final sound in *shift*? (/t/) When the final sound in the root word is /t/ or /d/, the *e-d* suffix will be pronounced /id/. Add a suffix to *shift* to spell **shifted**. Say the word. What sound does *e-d* make? (/id/) Correct. I *shifted* the books from one shelf to another.

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 write one sentence using as many words from the lesson as they can.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 7 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 7

Building Words

Review Activity for Spelling Lesson Week 7

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

E	I	D	F	G	L	M
N	P	T	X	Sh	ing	ed

m l g f d i i e

ed ing sh x t p p n

Reading Horizons Discovery® Spelling Lesson Week 7
Cloze Passage

Name _____ Date _____

Ben, Tom, and Brad are planning a _____ trip. They have _____ the _____ spot for their tents. It is by the _____ plants and the _____ path. They have _____ up their hot dogs and drinks, and they will go when class has _____. None of them is a _____, but they will go fishing. They will see who can catch the _____ fish.



Reading Horizons Discovery® Spelling Lesson Week 7
Cloze Passage
Adding Suffixes to Phonetic Skills 1 and 2,
and Three Sounds of *-ED*

biggest

boxed

camping

ended

hunter

longest

rented

softest

tallest

Spelling Lesson Week 7

Building Words Transfer Card 1 of 2

Words:

tipping

tipped

fishing

mixed

mixing

lifting

lifted

fixed

filmed

shifted

Sentence:

She fixed the phone, so we filmed the fishing trip.

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	

Reading Horizons Discovery® Spelling Lesson Week 7

Sort and Spell 1

Adding Suffixes to Phonetic Skills 1 and 2

Sort by Adding Suffixes to Phonetic Skill 1 and 2 Words	
Phonetic Skill 1	Phonetic Skill 2

Word Bank

Add the suffix shown in each box to each root word, doubling the ending consonant if necessary. Then sort each word into the correct column.

sing ing	hum ed	fix ed
drip ing	chop ed	stack ed
fast est	spin ing	plan ed
camp ing	pack ed	run er
stop ed	trim ing	rest ed
big er	strong est	shop er
mix ed	sift ing	

Page intentionally left blank.

Name _____ Date _____

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

1. Chad was _____ a song, and I _____.

2. She _____ the sink that was _____.

3. Beth _____ the wood, and I _____ it.

4. Tom is the _____ _____ on the track.

5. We _____ where we'd go _____.

6. Seth _____ _____ his hair, and it is long now.

7. The _____ _____ her new things into many bags.

8. After _____ on the swing for a long time, I _____ on my bed.

9. Dad is much _____ than I am. He's the _____ man in the world!

10. Ted _____ in the oil and water after _____ the mix.

Name _____ Date _____

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

1. Which phonetic skill do the words follow when you just add the suffix? _____

2. Which phonetic skill do the words follow when you have to double the consonant before adding the suffix? _____

3. Which two rhyming Phonetic Skill 1 words do not need to have their final consonants doubled before the suffix is added? _____, _____

4. Which two sounds do you hear at the end of the word fix? _____, _____

5. Which word from the sort begins with a three-letter Blend and also contains a Special Vowel Combination? _____

Word Bank

hugged	thanked	spotted
trimmed	stopped	asked
stuffed	grilled	camped
lifted	rusted	added
twisted	fixed	boxed
rushed	planned	blended
tipped	blinked	

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 7
Sort and Spell 2
Three Sounds of *-ED*

Sort by the Three Sounds of <i>-ED</i>		
/d/	/t/	/id/

Name _____ Date _____

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

1. She _____ and _____ her mom and dad for the gift.

2. Tom _____ the frog in the pond and _____ it with his hand.

3. We _____ and _____ for help.

4. Lin _____ and _____ the fish for lunch.

5. I _____ the trip and then _____ in a tent with my dog.

6. The big pot had _____, but I _____ it.

7. He _____ the cap and _____ the drink mix into the water.

8. Sam _____ up the bill and _____ the man in cash.

9. I _____ when she _____ my bangs.

10. Jeff _____ up his sick cat and _____ her to the vet.

Name _____ Date _____

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

1. What is the most common ending sound of *-ED* in this sort? _____

2. Which word in this sort contains one of the Two Extra Blends? _____

3. Which three of the words ending with the /d/ sound of *-ED* begin with a Blend? _____, _____, _____

4. Which two words in the sort only have one consonant right before the suffix? _____

5. How many root words in this sort contain a Special Vowel Combination? _____

