



## 2<sup>nd</sup> 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) LESSON WEEK 12: Another Sound for C and G; 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, drop the silent *e*, and then add the suffix.

| Example Word                                                                      | Word Bank<br>Skill Words                                                                                                                           | Most Common Words                     |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
|  | +spice    +cage    +use<br>+be        gist        +pipe<br>+vote      +wipe     +rude<br>+nice      +slice    +probe<br>+page      +fire     +bike | new<br>little<br>only<br>live<br>work |

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 the Phonetic Skill 3 word. Then add the suffix <i>-ing</i> to make a new word, and write a sentence using the word.                                                                                    | 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 two words in the word bank that use another sound for <i>c</i> and <i>g</i> . Write a sentence or two using each 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. Write a sentence using at least two skill words and one MCW from the word bank.                                                                                         |
| 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. Prove one word from the word bank that makes a new (real) word when the suffix <i>-est</i> is added to it. Add the suffix <i>-est</i> to the word.                                                                     | 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 12

## Building Words Review Activity for Spelling Lesson Week 12 Part 2 of 3, Another Sound for G

|          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>A</b> | <b>E</b> | <b>I</b> | <b>C</b> | <b>G</b> | <b>H</b> | <b>N</b> | <b>R</b> |
| <b>S</b> | <b>T</b> |          |          |          |          |          |          |

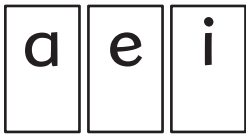
**r n h g c i e a**

**f s**

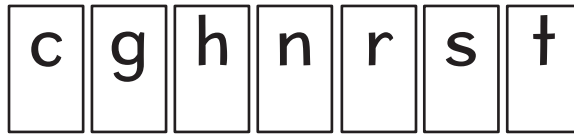
## Building Words Review Activity for Spelling Lesson Week 12 Part 2 of 3, Another Sound for G

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 12.

### Building Words

Let's practice spelling words using another sound for *g*.

1. Say the word **gent**. What sound do you hear at the beginning of the word? (/j/) Correct. What is another way besides with the letter *j* that you can spell the sound /j/? (*g-e* or *Rainbow J*) Correct. Spell the word *gent*. *Gent* is short for gentleman.
2. The next word ends with a Blend. Spell the word **gist**. To get the *gist* of something means to understand it.
3. Say the word **cage**. What sound do you hear at the end of the word? (/j/) Correct. Remember that in English, words do not end with the letter *j*. What is the way to spell the /j/ sound at the end of a word? (*g-e* or *Rainbow J*) Correct. Spell the word *cage*. I cleaned the bird's *cage*.
4. Spell the word **range**. She saw a huge mountain *range*.
5. Now say the word **age**. What sound do you hear at the end of the word? (/j/) Correct. How is the sound /j/ at the end of a word spelled? (*g-e* or *Rainbow J*) Correct. Spell the word *age*. What *age* will you be on your birthday?
6. Spell the word **stage**. She loved to perform on *stage*.
7. Now spell the word **strange**. There was a *strange* odor in the air.
8. Spell the word **change**. We will *change* the calendar on the first day of the month.
9. Change the word *change* to **hinge**. The *hinge* holding the door up lost a screw.
10. Spell the word **sage**. *Sage* is an herb used in cooking.

### 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 write create a word sort using words with short and long vowels.

### Transfer

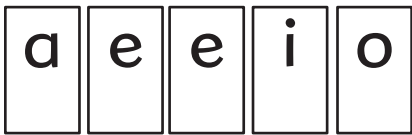
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 12 Part 2. Check for accuracy and automaticity.

# Review Activities Lesson Week 12

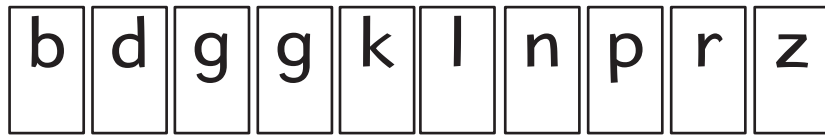
## Building Words Review Activity for Spelling Lesson Week 12 Part 3 of 3, Adding Suffixes to Phonetic Skills 3 and 4

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 12.

### Building Words

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

1. Spell the word **go**. Spell the suffix **-ing**. Put the word and the suffix together to spell the word **going**.  
We are *going* to the soccer game this afternoon.
2. Spell the word **be**. Spell the suffix **-ing**. Put the word and the suffix together to spell the word **being**.  
They were *being* kind to their neighbor.

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

3. Spell the word **grade**. Spell the suffix **-ing**. Which letter do you need to remove before you add **-ing**? (the silent *e*) Correct. Remove the *e* at the end of the word. Now put the word and suffix together to spell the word **grading**. My teacher is *grading* our math tests.
4. Now spell the word **graze**. Add a suffix to change the word to **grazing**. Which letter do you need to remove before adding the suffix? (the silent *e*) Correct. The cow was *grazing* in the meadow.
5. Spell the word **gape**. Add a suffix to spell the word **gaping**. Which letter do you need to remove before adding the suffix? (the silent *e*) Correct. A *gaping* hole appeared in the thick ice.
6. Spell the word **bake**. Now spell the suffix **-er, /er/**. Remember, before adding the suffix, we need to remove the silent *e*. Remove the silent *e* then add the suffix to the root to spell the word **baker**. I want to be a *baker* one day.
7. Spell the word **bike**. Now spell the suffix **-er, /er/**. Which letter do you need to remove before adding the suffix? (the silent *e*) Correct. Remove the silent *e* then add the suffix to the root to spell the word **biker**. The *biker* quickly changed her flat tire.
8. Spell the word **like**. Spell the suffix **-ed**. Which letter do you need to remove before adding the suffix? (the silent *e*) Correct. Remove the silent *e* then add the suffix to the root to spell the word **liked**. I *liked* that book!
9. Spell the word **blaze**. Spell the suffix **-ed**. Now spell the word **blazed**. Which letter do you need to remove before adding the suffix? (the silent *e*) Correct. The fire *blazed* in the fireplace.
10. Spell the word **age**. Spell the suffix **-ed**. Now spell the word to **aged**. Which letter do you need to remove before adding the suffix? (the silent *e*) Correct. Looking at my baby pictures helps me see that I've grown and *aged*.



# Review Activities Lesson Week 12

## Building Words

### Review Activity for Spelling Lesson Week 12

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

|          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>A</b> | <b>E</b> | <b>E</b> | <b>I</b> | <b>O</b> | <b>B</b> | <b>D</b> | <b>G</b> |
| <b>G</b> | <b>K</b> | <b>L</b> | <b>N</b> | <b>P</b> | <b>R</b> | <b>Z</b> |          |

g d b o i e e a

z r p n l k g

**Reading Horizons Discovery® Spelling Lesson Week 12**  
**Cloze Passage 1**

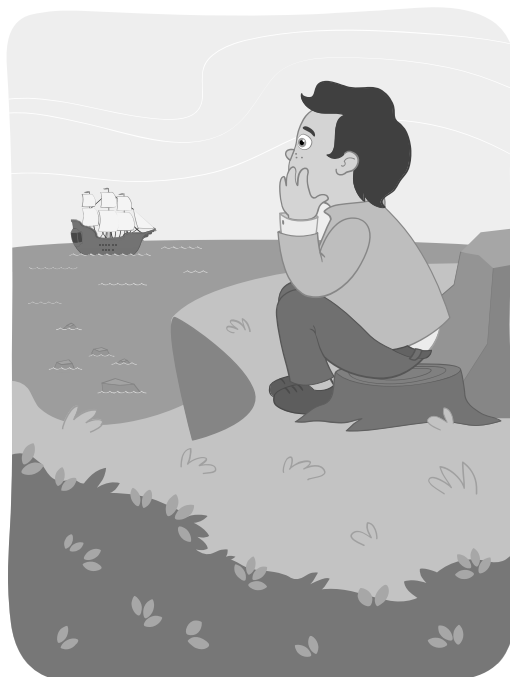
Name \_\_\_\_\_ Date \_\_\_\_\_

Based on *Reading Horizons Discovery® Little Book "Prince Gene"*

\_\_\_\_\_ Gene sat on the \_\_\_\_\_ of the cliff. He wished that he could be on the \_\_\_\_\_ black ship. He felt a wind brush by his \_\_\_\_\_.

There was a soft sound close by. He sat up and \_\_\_\_\_ to his left.

He was shocked! Drifting next to him was a ghost with a kind face. She was dressed in white \_\_\_\_\_ and had a \_\_\_\_\_ smile. "My name is \_\_\_\_\_. Why do you look so sad, Prince \_\_\_\_\_?" she asked. Then his dad woke him up.



**Reading Horizons Discovery® Spelling Lesson Week 12**  
**Cloze Passage 1**  
**Another Sound for C and G Word Bank**

huge

Gene

nice

edge

face

Prince

lace

Grace

glanced

# Spelling Lesson Week 12

## Building Words Transfer Card 2 of 3

### Another Sound for G

Words:

gent      gist      cage      range      strange  
stage      age      hinge      sage      change

Sentence:

The gent made a strange change to the stage.

# Spelling Lesson Week 12

## Building Words Transfer Card 3 of 3

### Adding Suffixes to Phonetic Skills 3 and 4

Words:

going      being      baker      grading      biker  
gaping      liked      blazed      aged      grazing

Sentence:

The baker was gaping at the huge cake.

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.

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

*Reading Horizons Discovery*® Spelling Lesson Week 12  
Sort and Spell 1

| <b>Two Sounds of C</b> |                       |
|------------------------|-----------------------|
| <b>/k/ Sound of C</b>  | <b>/s/ Sound of C</b> |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |



Word Bank

came

cat

cent

cinch

cob

cope

cube

cut

cute

dance

face

mice

nice

place

space

Page intentionally left blank.

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

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

1. He dropped an ice \_\_\_\_\_ on the rug.

2. They \_\_\_\_\_ to see me dance.

3. I added one \_\_\_\_\_ to my bank.

4. Some people think that a black \_\_\_\_\_ is bad luck.

5. She had a big grin on her \_\_\_\_\_.

6. There are \_\_\_\_\_ in the tent!

*Reading Horizons Discovery*® Spelling Lesson Week 12  
Sort and Spell 2

| <b>Two Sounds of G</b> |                       |
|------------------------|-----------------------|
| <b>/G/ Sound of G</b>  | <b>/J/ Sound of G</b> |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |
|                        |                       |

Word Bank

age

cage

fridge

gale

gap

gave

gem

gist

golf

got

gulp

gush

huge

stage

wedge

Page intentionally left blank.

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

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

1. They danced on the \_\_\_\_\_.

2. The \_\_\_\_\_ ball is on the grass.

3. He put the wedge of cake in the \_\_\_\_\_.

4. At what \_\_\_\_\_ can I get a job?

5. He \_\_\_\_\_ sick after he ate lunch.

6. She \_\_\_\_\_ her mom a big hug.

*Reading Horizons Discovery*® Spelling Lesson Week 12  
Sort and Spell 3

| <b>Suffixes Added to Words That Follow Phonetic Skills 3 and 4</b> |                                    |
|--------------------------------------------------------------------|------------------------------------|
| <b>Phonetic Skill 3 + a Suffix</b>                                 | <b>Phonetic Skill 4 + a Suffix</b> |
|                                                                    |                                    |
|                                                                    |                                    |
|                                                                    |                                    |
|                                                                    |                                    |
|                                                                    |                                    |
|                                                                    |                                    |
|                                                                    |                                    |



Word Bank

baked

being

blamed

braver

closer

dining

finest

going

named

niciest

wider

wiper

Page intentionally left blank.

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

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

1. She ate \_\_\_\_\_ fish for lunch.

2. We are \_\_\_\_\_ to be late.

3. Do you know which place is \_\_\_\_\_?

4. We \_\_\_\_\_ our new dog Dodge.

5. Are you \_\_\_\_\_ nice to your mom?

6. He got \_\_\_\_\_ for losing the map.

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

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

1. Which phonetic skill in this sort has the most words?

\_\_\_\_\_

2. What is the root of the word *nicest*? \_\_\_\_\_

3. What is the root of the word *going*? \_\_\_\_\_