



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

Digraph Blends

Adding Suffixes to Phonetic Skill 5

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

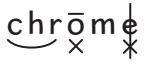
For more information, contact your teacher at \_\_\_\_\_.

## Weekly Spelling Homework

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

### (Form A) LESSON WEEK 14: Digraph Blends; Adding Suffixes to Phonetic Skill 5

**Spelling Skill:** Spellings for Digraph Blends are *shr*, *thr*, *phr*, and *phl* (*phr* and *phl* make the same sounds as *fr* and *fl* Blends respectively) and *chl*, *chr*, and *sch* (which make the same sounds as *cl*, *cr*, and *sc* or *sk* Blends). To add suffixes to root words that follow Phonetic Skill 5, just add the suffix. If a word ends in the vowel *e*, drop the *e*, and then add the suffix. When adding the suffix *-ing* to a word that ends in *ie*, replace *ie* with *y* before adding the suffix.

Example Word	Word Bank Skill Words	Most Common Words
	chrome +weak +coast +drain shrimp +mean thrill +roast throbb +leap +tie shred +groan +feast +clean	who you give do very

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 that contains a Digraph Blend.	2. Add the suffix <i>-ed</i> to two Phonetic Skill 5 words from the word bank. Write a sentence or two using the new words.	3. Find the root word that makes sense when the suffixes <i>-er</i> and <i>-est</i> are added. Prove the root word. Then add each suffix to make two new words.
4. Add the suffix <i>-ing</i> to two Phonetic Skill 5 words from the word bank. Write a sentence or two using the new words.	5. Spell and prove two words with Digraph Blends from the word bank. Then prove one Phonetic Skill 5 word, and add a 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. Find the root word that makes sense when each suffix (e.g., <i>-ed</i> , <i>-er</i> , <i>-est</i> , <i>-ing</i> ) is added. Prove the root word. Then add each suffix to make four new words.	8. Add the suffix <i>-er</i> to two Phonetic Skill 5 words from the word bank.	9. Spell and prove one Phonetic Skill 5 word 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.

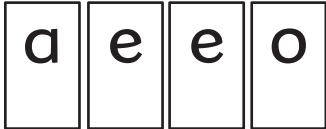
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 14

## Building Words Review Activity for Spelling Lesson Week 14 Part 1 of 2, Digraph Blends

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 14.

### Building Words

Let's spell some words with Digraph Blends.

1. Spell the word **three**. My brother just turned *three*.
2. Spell the word **phlox**. Remember, this word sounds like it starts with the *fl* Blend, but it begins with a Digraph Blend. Which Digraph makes the sound /f/? (ph) Correct. So which Digraph Blend will you use to spell the sound /fl/? (phl) Correct. *Phlox* is a type of flower.
3. For the next word, you'll keep the *ph* Digraph but you'll blend it with a different consonant to make a new Digraph Blend. Spell the word **phrase**. Which letter is used to spell the /z/ sound in this word? (s) Correct. I've always liked the *phrase*, "Two heads are better than one!"
4. Now spell the word **shred**. Will you *shred* the carrots?
5. Spell the word **chrome**. His bike had *chrome* fenders.
6. For this word, you'll add a letter before the Digraph. Spell the word **scheme**. A *scheme* is like a plan. The players came up with a *scheme* to win the game.

### 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 sort the words used in this lesson by Phonetic Skill.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 14 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 14

## Building Words Review Activity for Spelling Lesson Week 14 Part 1 of 2, Digraph Blends

<b>A</b>	<b>E</b>	<b>O</b>	<b>D</b>	<b>L</b>	<b>M</b>	<b>R</b>
<b>S</b>	<b>X</b>	<b>Ch</b>	<b>Sh</b>	<b>Ph</b>	<b>Th</b>	

**r m l d o e e a**

**th ph sh ch x s**



# Review Activities Lesson Week 14

## Building Words

### Review Activity for Spelling Lesson Week 14 Part 2 of 2, Adding Suffixes to Phonetic Skill 5

<b>A</b>	<b>E</b>	<b>I</b>	<b>O</b>	<b>U</b>	<b>Y</b>	<b>D</b>	<b>G</b>
<b>N</b>	<b>P</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>ing</b>	<b>ed</b>	<b>er</b>

g d y u o i e a  
er ed ing t s r p n

## Building Words

### Review Activity for Spelling Lesson Week 14

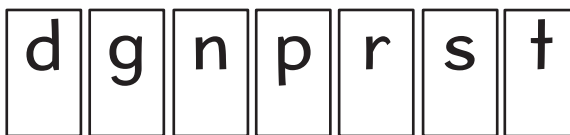
#### Part 2 of 2, Adding Suffixes to Phonetic Skill 5

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 14.

### Building Words

Let's practice adding suffixes to words that follow Phonetic Skill 5.

1. Spell the word **paint**. Does this word end in a vowel or a consonant? (consonant) Correct. Now add the suffix **-er** to paint to spell the word **painter**. The **painter** laid a cloth down to protect the floor from spills.
2. Spell the word **suit**. Does the word end in a vowel or a consonant? (consonant) Correct. Add the suffix **-ed** to **suit** and spell the word **suited**. Polar bears are **suited** for the cold weather.
3. Spell the word **tie**. Now spell the suffix **-ed**. Does the root word end in a vowel or a consonant? (vowel) Correct. Drop the silent **e** then add the suffix **-ed** to spell the word **tied**. They **tied** the boat to the dock.
4. Spell the word **tie** again. Now let's add the suffix **-ing** to spell **tying**. What do we need to do to the root word before we add the suffix? (drop the silent **e** and change the **i** to a **y**) Correct. I am **tying** my shoes.
5. Spell the word **stay**. Does the word end in a vowel or a consonant? (consonant) Correct. Add the suffix **-ed** to **stay** and spell the word **stayed**. I **stayed** at my grandma's house last night.
6. Spell the word **roast**. Does this word end in a vowel or a consonant? (consonant) Correct. Now add the suffix **-ing** to roast to spell the word **roasting**. Dinner is **roasting** in the oven.
7. Spell the word **eat**. Does this word end in a vowel or a consonant? (consonant) Correct. Now add the suffix **-ing** to eat to spell the word **eating**. The birds are **eating** the bird seed.

### 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 sentences using one or more words from the lesson.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 14 Part 2. Check for accuracy and automaticity.

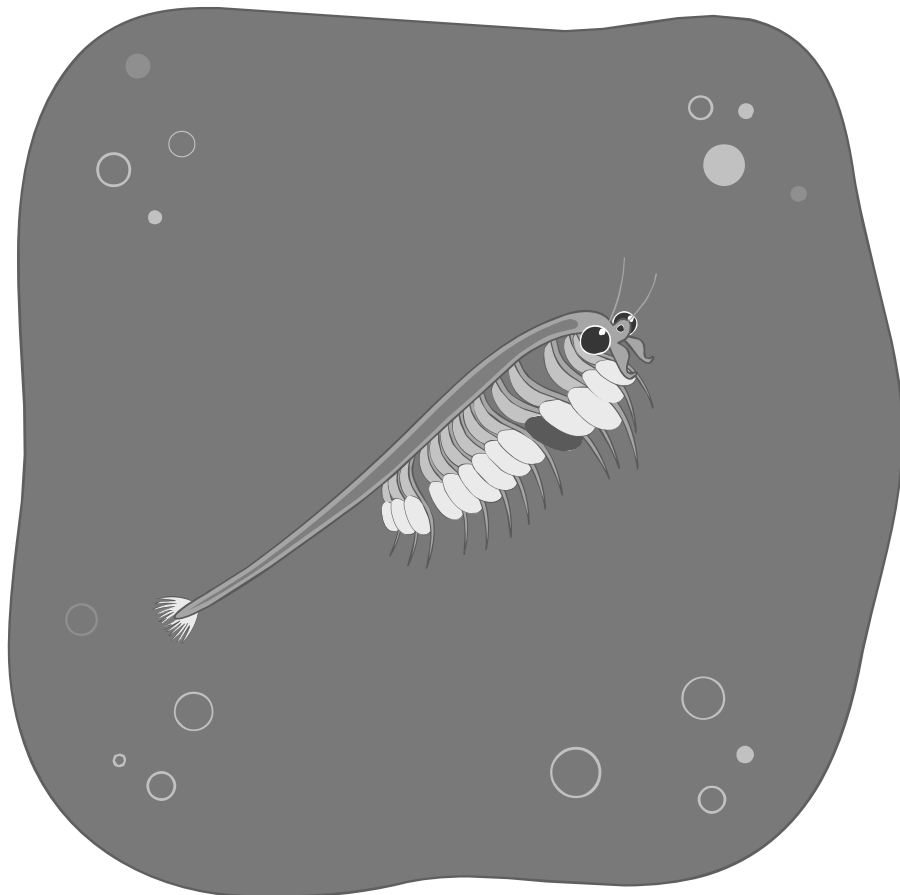
**Reading Horizons Discovery® Spelling Lesson Week 14**  
**Cloze Passage 1**

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

Based on *Reading Horizons Discovery® Little Book "Brine Shrimp"*

A brine \_\_\_\_\_ is a small fish. It looks like a shrimp that has \_\_\_\_\_.

These shrimp \_\_\_\_\_ in salt water. Birds like brine shrimp. They eat a \_\_\_\_\_ of brine shrimp at once. You can get brine shrimp eggs at a pet shop. In just two or \_\_\_\_\_ days, the eggs will hatch.



**Reading Horizons Discovery® Spelling Lesson Week 14**  
**Cloze Passage 1**  
**Digraph Blends Word Bank**

three

throng

shrimp

shrunk

thrive

# Spelling Lesson Week 14

## Building Words Transfer Card 1 of 2

### Digraph Blends

Words:

three

phlox

phrase

shred

chrome

scheme

Sentence:

There are three phlox plants by the wall.

# Spelling Lesson Week 14

## Building Words Transfer Card 2 of 2

### Adding Suffixes to Phonetic Skill 5

Words:

painter	suites	tied	tying
stayed	roasting	eating	

Sentence:

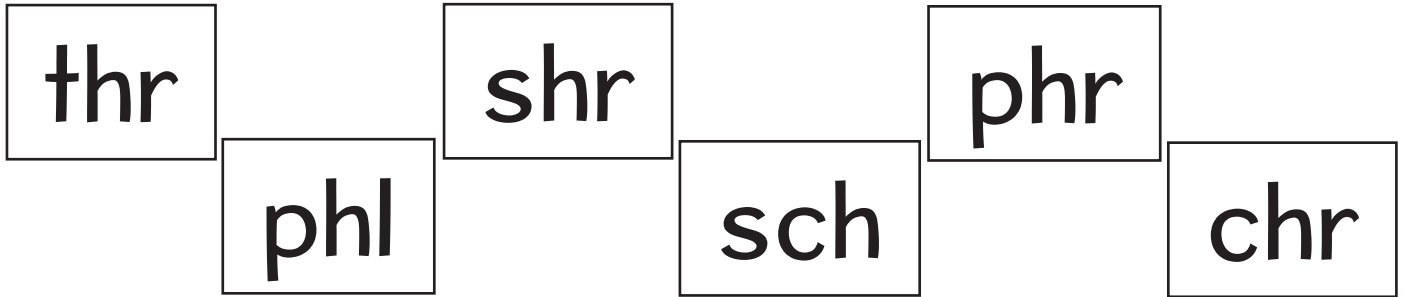
The painter tied a rope to the paint can.

Name \_\_\_\_\_

This exercise provides practice identifying Digraph Blends.

### Lesson 53: Digraph Blends

Color each of these Blend boxes a different color.



Prove and read each word below. Then underline it with the color used above for that Digraph Blend. The first three words have been proved for you.

thrōat

shred\*

phrase<sup>f z</sup>

phlox

throne

scheme

shrug

thrust

three

shrimp

chrome

shrine

thrash

shrub



Name \_\_\_\_\_

To add a suffix to words containing adjacent vowels (Phonetic Skill 5 words), simply add *-ing*.

### Lesson 55: Adding Suffixes to Phonetic Skill 5

Prove and read the words below. Write each word two times, adding *-ing*. Underline each suffix. The first word has been done for you.

rā|n  
x\*

raining    raining

leap

speak

paint

sail

dream

scream

sweep

*Reading Horizons Discovery*® Spelling Lesson Week 14  
Sort and Spell 1

<b>Words with Blends, Digraphs, and Digraph Blends</b>		
<b>Words with Blends</b>	<b>Words with Digraphs</b>	<b>Words with Digraph Blends</b>

Word Bank

black

champ

chop

chrome

crab

grip

phrase

scab

scheme

shrimp

shut

slope

then

three

which

Page intentionally left blank.

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

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

1. Her new cat is \_\_\_\_\_ and white.

2. The batter has a good \_\_\_\_\_ on the bat.

3. Do you like to eat \_\_\_\_\_ from the sea?

4. \_\_\_\_\_ bag is yours?

5. The little child is \_\_\_\_\_ years old.

6. The winner of the match will be the \_\_\_\_\_.

7. Are those bike rims made of \_\_\_\_\_?

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

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

1. Write one word from the sort that has the same beginning sound as the word *frog*. \_\_\_\_\_

2. Write two words from the sort that start with the sound /sk/. \_\_\_\_\_

3. How many words in the sort start with the same sound as the word *crunch*? \_\_\_\_\_

Word Bank

glued

leaped

reader

healing

tying

cleaner

freed

truest

seeing

weakest

painted

toaster

lied

speaker

bluest

Page intentionally left blank.



*Reading Horizons Discovery*® Spelling Lesson Week 14  
Sort and Spell 2

<b>Phonetic Skill 5 Words with Suffixes</b>	
<b>Phonetic Skill 5 Words with Root Words Ending in Vowels</b>	<b>Phonetic Skill 5 Words with Root Words Ending in Consonants</b>

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

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

1. He \_\_\_\_\_ the wall blue.

2. The frog \_\_\_\_\_ into the pond.

3. She is \_\_\_\_\_ the boat to the dock.

4. I can get the toast out of the \_\_\_\_\_.

5. How is that small cut \_\_\_\_\_?

6. You have a \_\_\_\_\_ desk than I do.

7. The \_\_\_\_\_ link in the chain broke.

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

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

1. What is the root word of the word *tying*? \_\_\_\_\_

2. How many root words in the sort end with the vowel *e*? \_\_\_\_\_

3. Write two words from the sort that are nouns.

\_\_\_\_\_

