



# 1<sup>st</sup> Grade Packet

The Last Job of Y

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 \_\_\_\_\_.

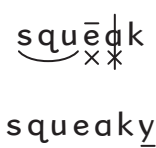


## Weekly Spelling Homework

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

### (Form B) Spelling Lesson Week 28: Last Job of Y

**Spelling Skill:** Use the letter y when spelling the long e sound at the end of a word with two or more syllables. The process of adding the suffix -y to a root word is the same as adding suffixes -er, -ed, -est, and -ing. For example, when turning a noun that follows Phonetic Skill 4 into an adjective, spell the new word by dropping the e before adding y.

Example Words	Word Bank Skill Words	Most Common Words
	+squeak ivy mighty ruby +sun	daily +lace cozy +stink +wave +juice +greed +toast +chill phony
		boy before through where after

The plus sign (+) is seen in front of root words that can have the suffix -y added to them to make a new word. When practicing spelling words with suffixes, prove the root word first, rewrite the word with the suffix, and then 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 one root word (+) from the word bank that follows Phonetic Skill 1. Then rewrite the word adding the suffix -y to make a new word.	2. Write a sentence using at least one MCW and one skill word from the word bank.	3. Spell and prove one root word (+) from the word bank. Then rewrite the word adding the suffix -y to make a new word.
4. Write one word from the word bank. Draw a picture to illustrate the meaning of the word.	5. Spell and prove three root words (+) from the word bank. Then rewrite the words adding the suffix -y to make new words.	6. Spell and prove one skill word from the word bank that has two syllables.
7. Spell and prove one root word (+) from the word bank that follows Phonetic Skill 4. Then rewrite the word adding the suffix -y to make a new word.	8. Write the word from the word bank that has a meaning that is similar to the word <i>strong</i> .	9. Spell and prove one root word (+) from the word bank. Then rewrite the word adding the suffix -y to make a new word.

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

# Review Activities Lesson Week 28

Building Words  
Review Activity for Spelling Lesson Week 28  
The Last Job of Y

<b>A</b>	<b>E</b>	<b>I</b>	<b>Y</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>P</b>	<b>R</b>	<b>S</b>	<b>T</b>		

**l f d p  
y c y i  
a e a**

**t s r p  
n m**

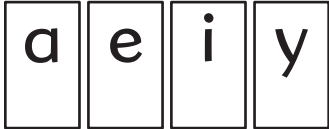


# Review Activities Lesson Week 28

## Building Words Review Activity for Spelling Lesson Week 28 The Last Job of Y

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

Vowels



Consonants



### Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 28.

### Building Words

Let's practice spelling words that use the Last Job of Y, using the sound cards.

1. Spell the word **tidy**. We keep our classroom *tidy*.
2. Change the word *tidy* to **tiny**. The kitten is so *tiny*.
3. Use three letters to spell the word **icy**. The sidewalk is *icy* this morning.
4. Use four letters to spell the word **easy**. This math problem is *easy*.
5. Use five letters to spell the word **daily**. The students practice spelling *daily*.
6. Use six letters to spell the word **creamy**. I like to eat the *creamy* topping.

### 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).

### Bonus Activity

Have students write a sentence using words from the lesson.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 28. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 28**  
**Cloze Passage 1**

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

From *Reading Horizons Discovery® Little Book "The Safari"*

Ruby and Brody get in a big jeep with Toby and Maisy. Maisy is a lady who knows a lot about animals. Her \_\_\_\_\_ is to spot animals while Toby drives. Ruby takes a photo of the \_\_\_\_\_ landscape. The road is \_\_\_\_\_ and \_\_\_\_\_. They have not had a \_\_\_\_\_ day for weeks.

They see zebras sprinting through the \_\_\_\_\_ plains. They see a \_\_\_\_\_ elephant and a \_\_\_\_\_ bird. Ruby and Brody think that a safari is fun!



**Reading Horizons Discovery® Spelling Lesson Week 28**  
**Cloze Passage 1**  
**Last Job of Y**

baby      bumpy      dusty      duty

grassy      hazy      rainy      tiny

# Spelling Lesson Week 28

## Building Words Transfer Card 1

Words:

tidy

tiny

icy

easy

daily

creamy

defy

deny

rely

reply

Sentence:

You can't deny that the milk is icy and creamy.

Name \_\_\_\_\_  
-----  
\_\_\_\_\_

When y comes at the end of a word with another working vowel before it, y will say long e.

### Lesson 64: Last Job of Y

Mark both vowels in the words below. Divide each word into syllables, using Decoding Skill 1, and determine the sound of the vowel in the first syllable. Since y is at the end of the word, and there is a working vowel that comes before it, put a small e above the y, and mark the e long. Then read each word. The first word has been done for you.

hā|zȳ<sub>x</sub>

baby

lady

pony

tiny

tidy

Read the following thank you note. Then circle the Last Job of Y words.

Dear Lucy,

Thank you so much for the baby gift. That navy dress is so cute and tiny. I can't wait to put it on her. I hope I will be a good mom like you. Please come to see us anytime.

Your friend,

Suzy

*Reading Horizons Discovery*® Spelling Lesson Week 28  
Sort and Spell 1

<b>Y as E and Y as I</b>	
<b>Y Sounds Like E</b>	<b>Y Sounds Like I or is Silent</b>

Word Bank

bony

crazy

gym

lazy

my

myth

play

pony

ruby

shy

spicy

sway

tidy

tiny

tray

Page intentionally left blank.



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

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

1. The little kids got to ride the \_\_\_\_\_.

2. Have you tried \_\_\_\_\_ rice?

3. His desk is neat and \_\_\_\_\_.

4. The cat was \_\_\_\_\_ and stayed in bed.

5. There was a \_\_\_\_\_ ring in the tiny box.

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

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

1. Write one word from the sort where *y* sounds like short *i*. \_\_\_\_\_

2. How many words in the sort have a silent *y*? \_\_\_\_\_

3. How many syllables do each of the words in the first column have? \_\_\_\_\_

Discovery Spelling Lesson 28  
Sort and Spell 2

Word Bank

bony	defy
deny	holy
leafy	phony
pony	puny
rely	reply
shiny	stony
tiny	

Page intentionally left blank.

*Reading Horizons Discovery*® Spelling Lesson Week 28  
Sort and Spell 2

<b>NFL + Y, Verbs and Non-Verbs</b>	
<b>Verbs</b>	<b>Adjectives</b>

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

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

1. Try not to trip on the \_\_\_\_\_ path.

2. I can't \_\_\_\_\_ on the bus to be on time.

3. Did you \_\_\_\_\_ with an email or a phone call?

4. Do not \_\_\_\_\_ your mom or dad.

5. Puny and \_\_\_\_\_ kind of mean the same thing.

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

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

1. How many words in this sort are verbs that end in *y*?

\_\_\_\_\_

2. Write one word from the sort where *y* has the sound of long *i*. \_\_\_\_\_

3. Which word from the sort rhymes with *tiny*? \_\_\_\_\_

