



# 2<sup>nd</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) LESSON WEEK 18: Last Job of Y

**Spelling Skill:** This spelling lesson will consist of two-syllable words that end in *y*. Use the letter *y* when spelling the long *e* sound at the end of a word with two or more syllables. The letter *y* is also used at the end of a word to spell the sound of long *i* when it is preceded by *n*, *f*, or *l* and the word is a verb.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	reply    defy    wavy shiny    duty    deny baby    gravy    ruby tidy    bony    pony lacy    phony    hazy	large there any many following

### 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. Spell and prove one skill word from the word bank. Then draw a picture to illustrate the meaning of the word.	3. Spell and prove two skill words from the word bank.
4. Write and prove two skill words from the word bank that are nouns.	5. Spell and prove three skill words from the word bank.	6. Write and prove the word from the word bank that follows the NFL rule.
7. Spell and prove two skill words from the word bank.	8. Write a sentence using at least one skill word and one MCW from the word bank.	9. Spell and prove two skill words from the word bank.

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

# Review Activities Lesson Week 18

Building Words  
Review Activity for Spelling Lesson Week 18  
The Last Job of Y

<b>A</b>	<b>E</b>	<b>I</b>	<b>O</b>	<b>Y</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>L</b>	<b>N</b>	<b>P</b>	<b>R</b>	<b>V</b>	<b>Z</b>		

**f d c y o i e a**

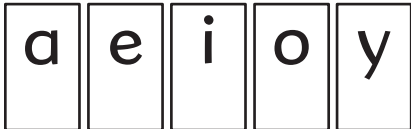
**z v r p n l**

# Review Activities Lesson Week 18

## Building Words Review Activity for Spelling Lesson Week 18 The Last Job of Y

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 18.

### Building Words

Let's practice spelling words that use the Last Job of Y.

1. Spell the word **cozy**. He was *cozy* and warm under the quilt.
2. Spell the word **ivy**. The plant on that wall is called *ivy*.
3. Change the word *ivy* to the word **navy**. *Navy* is my favorite shade of blue.
4. Spell the word **pony**. A *pony* is a small horse.
5. Spell the word **lady**. I will ask that *lady* for directions.

Next, let's apply the NFL rule to spell some more words.

6. Now spell the word **rely**. I *rely* on my alarm clock to wake me up in the morning.
7. Change the word *rely* to the word **reply**. Did you *reply* to the letter?
8. Spell the word **deny**. I can't *deny* that this is my favorite pie.
9. Spell the word **defy**. She could almost *defy* the rules of how high people can jump!

Now let's practice spelling a word using y as a suffix.

10. First, spell the root word **ice**. Which letter needs to be removed before adding a suffix? (silent e)  
Correct. Remove the silent e and add y to spell the word **icy**. The road was *icy* after the snowstorm.

### 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 in the sort by the sound of y (i.e., long e and long i).

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 18. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 18**  
**Cloze Passage**

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

Based on *Reading Horizons Discovery® Little Book "Safari"*

\_\_\_\_\_ and Brody are in Africa to go on a safari. A safari is a trip to see how animals live \_\_\_\_\_ in the wild. Ruby is a \_\_\_\_\_ who knows a lot about animals. Her \_\_\_\_\_ is to spot animals while \_\_\_\_\_ drives. The road is bumpy and dusty. They have not had a \_\_\_\_\_ day for weeks. Ruby takes a photo of the \_\_\_\_\_ landscape.





# **Reading Horizons Discovery® Spelling Lesson Week 18**

## **Cloze Passage**

### **Last Job of Y Word Bank**

rainy

duty

Ruby

hazy

lady

Brody

daily

# Spelling Lesson Week 18

## Building Words Transfer Card

### The Last Job of Y

Words:

cozy	ivy	navy	pony	lady
rely	reply	deny	defy	icy

Sentence:

I will pick my cozy navy coat for this icy day.

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 18

Sort and Spell 2

<b>Verbs and Adjectives Ending in Y</b>	
<b>Verbs Ending in Y</b>	<b>Adjectives Ending in Y</b>

Word Bank

defy

deny

easy

phony

rely

reply

slimy

sleepy

tiny

zany

Page intentionally left blank.

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

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

1. They did not \_\_\_\_\_ eating the last slice of cake.

2. It is not \_\_\_\_\_ to hold a slimy fish.

3. That \_\_\_\_\_ baby is too small to ride a pony.

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

5. I am so \_\_\_\_\_ that I need a nap.

6. You can \_\_\_\_\_ on me to feed the dog.

7. The roses in this vase are not real. They are \_\_\_\_\_.

8. Did you \_\_\_\_\_ to the note she sent?

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

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

1. Read each word listed in the Verbs Ending in Y column. Then write each letter that comes right before y. \_\_\_\_\_

2. Write two words from the sort in which y makes the sound of long *i*. \_\_\_\_\_

3. According to the words in this sort, y at the end of a word most often makes the sound of: long *i* or long *e*? \_\_\_\_\_