



# 3<sup>rd</sup> Grade Packet

Many Jobs 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 14: Many Jobs of Y

**Spelling Skill:** The letter *y* is sometimes used to spell short and long sounds of the vowel *i* in single-syllable words that follow Phonetic Skills 1, 2, and 4. However, *y* is most often used to spell long vowel sounds, for *i* and *a*, at the end of single-syllable words that follow Phonetic Skills 3 and 5.

Example Words	<u>Word Bank</u> Skill Words	Most Common Words
	myth dry hype play yum	yell by spray sky gray cyst way why yes byte does show another come know

### 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. Choose one skill word from the word bank. Write the word, and then draw a picture to illustrate the meaning of the word.	3. Spell and prove two skill words from the word bank.
4. Write two skill words from the word bank where <i>y</i> is silent.	5. Spell and prove three skill words from the word bank.	6. Write two skill words from the word bank where <i>y</i> is a consonant.
7. Spell and prove two skill words from the word bank.	8. Write one skill word from the word bank where <i>y</i> has the sound of short <i>i</i> .	9. Spell and prove two skill words from the word bank.

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

# Review Activities Lesson Week 14

Building Words  
Review Activity for Spelling Lesson Week 14  
Many Jobs of Y

<b>A</b>	<b>E</b>	<b>Y</b>	<b>G</b>	<b>L</b>	<b>L</b>	<b>M</b>	<b>P</b>
<b>S</b>	<b>T</b>	<b>Th</b>					

**p m l l g y e a**

**th t s**

# Review Activities Lesson Week 14

## Building Words Review Activity for Spelling Lesson Week 14 Many Jobs of Y

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

Vowels

a e

y

Consonants

g l l m p s t th

### Skill Review

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

### Building Words

Let's start with words that have y as a consonant.

1. Spell the word **yes**. He answered **yes** when I asked him if he wanted to play.
2. Change the word **yes** to **yet**. Is it time to go **yet**?
3. Change the word **yet** to **yell**. Please do not **yell** inside the classroom.

Now let's practice spelling words that have y as a vowel.

4. Use four letters to spell the word **myth**. That story is an old **myth**.
5. Change the word **myth** to **my**. I put the book in **my** backpack.
6. Use three letters to spell the word **gym**. They played basketball in the **gym**.
7. Use four letters to spell the word **type**. We are learning to **type** on the computer.
8. Spell the word **may**. He **may** not have read that book.
9. Change the word **may** to **say**. I try to remember to **say** something nice each day.
10. Change the word **say** to **stay**. She will **stay** in the library for one more hour.

### 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 14. Check for accuracy and automaticity.

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

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

“Do you know about the ghost in the \_\_\_\_\_?” asked Syd.

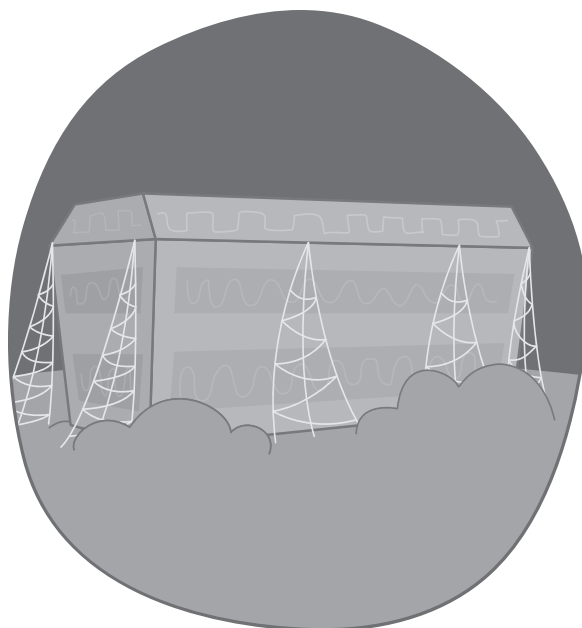
“\_\_\_\_\_, I do, but that is a \_\_\_\_\_. It is not real,” said Bry.

“Some people \_\_\_\_\_ the ghost is \_\_\_\_\_. It does not \_\_\_\_\_ or  
scream at night,” said Syd.

“Have people seen the ghost \_\_\_\_\_ in the \_\_\_\_\_?” asked Bry.

“No, but it likes to \_\_\_\_\_ inside the \_\_\_\_\_,” said Syd.

“It sounds like a bunch of \_\_\_\_\_. I don’t think it is real,” said Bry.





**Reading Horizons Discovery® Spelling Lesson Week 14**  
**Cloze Passage**  
**Many Jobs of Y**

crypt

fly

gym

hype

myth

play

say

shy

sky

yell

Yes

# Spelling Lesson Week 14

## Building Words Transfer Card 1

Words:

yes	yet	yell	myth	my
gym	type	may	say	stay

Sentence:

Yes, he may stay at the gym.

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

This exercise provides practice  
reading words with y.

### Lesson 59: Many Jobs of Y

Choose the correct word from the following list to complete each sentence. The first sentence has been done for you.

play    my    pay    fly  
by    day    stay    Try

1. Can you come to my home?
2. Will you \_\_\_\_\_ 10 cents for some gum?
3. The plane can \_\_\_\_\_ fast.
4. I can \_\_\_\_\_ at Cyd's house.
5. The bright sun made it a very hot  
\_\_\_\_\_.
6. You must \_\_\_\_\_ in your seat.
7. \_\_\_\_\_ to hit the ball.
8. I will go \_\_\_\_\_ the pet shop on my way  
home.

**Reading Horizons Discovery® Spelling Lesson Week 14**

**Sort and Spell 2**

**Many Jobs of Y**

<b>Sort by the Jobs of Y</b>	
<b>Y as Short /</b>	<b>Y as Long /</b>

Word Bank

gym	sky
fly	style
dry	myth
cyst	Flynn
shy	type
sty	by
crypt	

Page intentionally left blank.

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

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

1. \_\_\_\_\_ likes to go to the \_\_\_\_\_ to swim laps.

2. Lem tries to \_\_\_\_\_ his kite as high in the \_\_\_\_\_ as he can.

3. Will you clean, \_\_\_\_\_, and \_\_\_\_\_ my hair?

4. I think the bump is just a \_\_\_\_\_, but it might be a \_\_\_\_\_ of \_\_\_\_\_.

5. Did you read the \_\_\_\_\_ about the lost \_\_\_\_\_?

6. Come \_\_\_\_\_ and have fun with us! Don't be \_\_\_\_\_.

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

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

1. List three words that follow Phonetic Skill 3.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. Which words follow Phonetic Skill 4? \_\_\_\_\_, \_\_\_\_\_

3. Which word is the antonym of *wet*? \_\_\_\_\_

4. Which word ends with a Blend? \_\_\_\_\_

5. Which word contains a Digraph? \_\_\_\_\_