



# 3<sup>rd</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 A) Spelling LESSON WEEK 16: 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 or when spelling the sound of long *i* at the end of a verb when the letters *n*, *f*, or *l* are heard before the long *i* sound (e.g., *deny*, *defy*, *reply*). When the sound at the end of a single-syllable word is long *i*, it is spelled with a *y* and follows the pattern for Phonetic Skill 3 (e.g., *try*). The process of adding the suffix *-y* to a root word is the same as adding suffixes *-er*, *-ed*, *-est*, and *-ing*.

Example Words	<u>Word Bank</u>			Most Common Words
	Skill Words			
	+shine pony +fruit try deny	tiny reply navy +lace gravy	cozy +juice my +spice duty	move again animal picture follow

The plus sign (+) appears in front of words that can have a suffix added. 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 skill words from the word bank.	2. Spell and prove two root words (+) from the word bank. Then rewrite the words adding the suffix <i>-y</i> to make new words.	3. Spell and prove two skill words from the word bank.
4. Spell and prove two words from the word bank in which the <i>y</i> makes the sound of long <i>e</i> .	5. Spell and prove three skill words from the word bank.	6. Spell and prove two words from the word bank in which the <i>y</i> makes the sound of long <i>i</i> .
7. Spell and prove two skill words from the word bank.	8. Write a sentence using one MCW and one skill word 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 16

Building Words  
Review Activity for Spelling Lesson Week 16  
The Last Job of Y

<b>A</b>	<b>E</b>	<b>O</b>	<b>Y</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>H</b>
<b>L</b>	<b>N</b>	<b>P</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>Z</b>	

h f d c y o e a

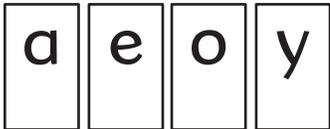
z t s r p n l

# Review Activities Lesson Week 16

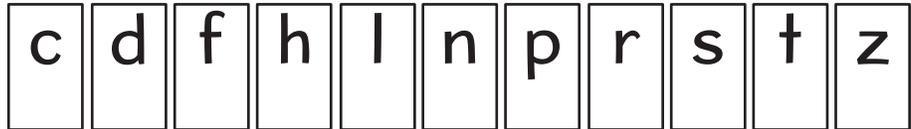
## Building Words Review Activity for Spelling Lesson Week 16 The Last Job of Y

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

Vowels



Consonants



### Skill Review

For skill information, see Grade 3 Instructor Cards for Spelling Lesson Week 16.

### Building Words

Let's practice spelling words that use the last job of y.

1. Spell the word **pony**. She rode the brown **pony**.
2. Change one letter in the word **pony** to spell **posy**. He saw a **posy** in the garden.
3. Change two letters in the word **posy** to spell **cozy**. This blanket is so **cozy**.
4. Change two letters in the the word **cozy** to spell **hazy**. The sky looks **hazy** today.
5. Change the word **hazy** to **hasty**. We made a **hasty** decision.
6. Use six letters to spell the word **pastry**. Cherry tarts are my favorite **pastry**.

Now let's spell words that follow the NFL rule.

7. Spell the word **defy**. That move would **defy** the rules of the game.
8. Change the word **defy** to **deny**. We never **deny** anyone from playing with us.
9. Spell the word **rely**. I **rely** on my glasses to help me see.
10. Change the word **rely** to **reply**. Will you **reply** to the question?

### 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 16. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 16**  
**Cloze Passage**

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

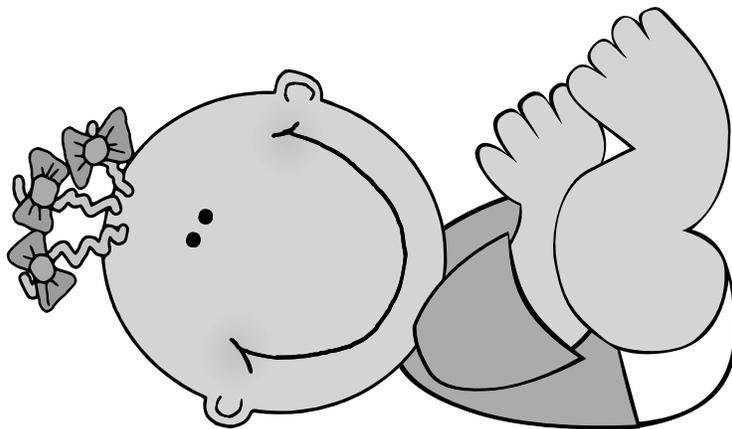
The \_\_\_\_\_ put her \_\_\_\_\_ little \_\_\_\_\_ in a \_\_\_\_\_ dress.

The dress was \_\_\_\_\_ and was bright red like a \_\_\_\_\_.

The cute child had \_\_\_\_\_ cheeks and \_\_\_\_\_ gold locks.

When she became \_\_\_\_\_, her mom laid her by a \_\_\_\_\_ bit

of green \_\_\_\_\_ to rest.



**Reading Horizons Discovery® Spelling Lesson Week 16**  
**Cloze Passage**  
**Last Job of Y**

baby

cozy

ivy

lacy

lady

rosy

ruby

shady

shiny

sleepy

tiny

# Spelling Lesson Week 16

## Building Words Transfer Card 1

Words:

pony	posy	cozy	hazy	hasty
pastry	defy	deny	rely	reply

Sentence:

Do not rely on the pony to be hasty.

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|zy<sup>ē</sup>  
x x

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 16

Sort and Spell 2

The Last Job of Y

Sort by the Last Job of Y	
Y as Long I	Y as Long E

Word Bank

rely	hasty
defy	rosy
deny	pastry
reply	easy
slimy	bony
greasy	

Page intentionally left blank.

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

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

1. I cannot \_\_\_\_\_ that the snail is \_\_\_\_\_.

2. The \_\_\_\_\_ fish was smoked on the grill.

3. Her cheeks are \_\_\_\_\_, and she looks happy.

4. Try not to be \_\_\_\_\_ with your \_\_\_\_\_.

5. Can I \_\_\_\_\_ on you to feed this \_\_\_\_\_ cat until he is plump again?

6. This type of \_\_\_\_\_ is \_\_\_\_\_ to bake.

7. To \_\_\_\_\_ means to refuse or resist.

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

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

1. Which word is a synonym for *simple*? \_\_\_\_\_

2. Is the word *defy* a noun or verb? \_\_\_\_\_

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

4. Is the word *rely* a noun or verb? \_\_\_\_\_

5. Which adjectives from the sort can be used to describe *fish*? \_\_\_\_\_, \_\_\_\_\_