



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

-LE at the End of the Word

Adding Suffixes to Words Ending in 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 19: *-le* at the End of a Word and Adding Suffixes to Words Ending in *y*

**Spelling Skill:** Most often when spelling a word ending with /ul/, it is spelled *-le*. When spelling a word with a short vowel sound before the *-le* ending, double the preceding consonant. If a two-syllable word ends with the sound /kul/, and the vowel in the first syllable is short, it will be spelled *c-k-le*.

When a word ends with the adjacent vowel *ay*, just add an *s* to make a plural or a verb ending (e.g., *day/days*). When *y* follows a consonant at the end of a word, change the *y* to *i* before adding any suffix that begins with any vowel except for *i* (e.g., *-es*, *-ed*, *-al*, *-ous*). When *y* is changed to *i* in order to add a suffix, *i* then becomes part of the root word (e.g., *funny/funniest*). When adding the suffix *-ing* to a word that ends in *y*, the *y* stays, and *i* remains part of the suffix (e.g., *fly/flying*).

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
<p style="font-size: small;">crūm blē plā y</p>	crumble +shiny noble +play table +cozy saddle +fancy struggle +supply crackle castle shuttle +lady spindle	two very through great large

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. Write and prove two skill words from the word bank that have a long vowel sound in the first syllable.	3. Spell and prove two skill words from the word bank.
4. Write and prove two skill words from the word bank that you might find in a book about a king and queen.	5. Spell and prove three skill words from the word bank.	6. Spell and prove two root words (+) from the word bank. Then rewrite the words adding suffixes to make new words.
7. Spell and prove two skill words from the word bank.	8. Write and prove one skill word from the word bank that has double consonants.	9. Spell and prove two skill words from the word bank.

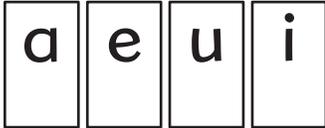
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 19

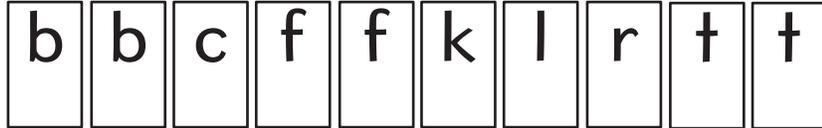
## Building Words Review Activity for Spelling Lesson Week 19 Part 1 of 2, -LE at the End of a Word

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 19.

### Building Words

Let's start by spelling words that end in *-LE*. Remember, when you hear /əl/ at the end of the word, it is usually spelled *l-e*.

1. Say the word **able**. What sound do you hear in the second syllable? (/əl/) Correct. What letters spell that sound? (*l-e*) Correct. Now spell the first syllable. Spell /ā/. Spell the second syllable. Spell /bəl/. Put the syllables together to spell the word **able**. Are you **able** to help me?
2. Add a letter to the word **able** to spell **table**. We sat at the **table**.
3. Change the word **table** to spell **fable**. This book contains my favorite **fable**.
4. Say the word **rubble**. This word has a double consonant. One **b** is at the end of the first syllable, and the other **b** is at the start of the second syllable. Spell the first syllable. Spell /rüb/. Spell the second syllable. Spell /bəl/. Put the syllables together to spell the word **rubble**. A pile of **rubble** lay at the bottom of the cliff.
5. Say the word **battle**. This word has a double consonant. One **t** is at the end of the first syllable, and the other **t** is at the start of the second syllable. Spell the first syllable. Spell /băt/. Spell the second syllable. Spell /təl/. Put the syllables together to spell the word **battle**. We read about a famous **battle** that happened near the river.
6. Change **battle** to spell the word **rattle**. Can you hear the pieces **rattle** in the box?
7. Change **rattle** to spell the word **raffle**. The club is having a **raffle** to raise money.
8. Say the word **tackle**. What consonant sound is in the middle of this word? (/k/) Correct. When a two-syllable word ending in *l-e* has a /k/ sound in the middle, the first syllable ends with the letter **c**, and the second syllable begins with the letter **k**. Spell the first syllable. Spell /tăk/. Spell the second syllable. Spell /kəl/. Put the syllables together to spell the word **tackle**. In flag football, the players do not **tackle** each other.
9. Spell the word **tickle**. The feathers on this hat **tickle** my ears.
10. Spell the word **buckle**. He fastened the **buckle** on his belt.

(continued on next page)

# Review Activities Lesson Week 19

(continued from previous page)

## **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 identify and write rhyming words used in the lesson.

## **Transfer**

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 19 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 19

## Building Words

### Review Activity for Spelling Lesson Week 19

#### Part 1 of 2, -LE at the End of a Word

<b>A</b>	<b>E</b>	<b>U</b>	<b>I</b>	<b>B</b>	<b>B</b>	<b>C</b>	<b>F</b>
<b>F</b>	<b>K</b>	<b>L</b>	<b>R</b>	<b>T</b>	<b>T</b>	<b>le</b>	

**f c b q i n e a**

**le t t r l k f**

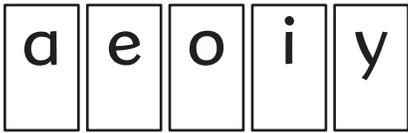
## Building Words

### Review Activity for Spelling Lesson Week 19

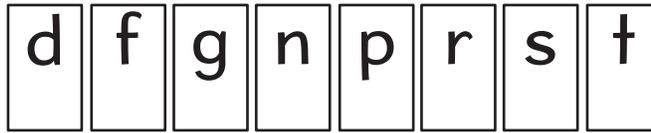
#### Part 2 of 2, Adding Suffixes to Words Ending in Y

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 19.

### Building Words

Let's practice adding suffixes to words that end in a vowel followed by a *y*.

1. Spell the word **day**. What letter comes before the *y*? (the letter *a*) Is *a* a vowel or a consonant? (a consonant) Correct. Remember, if a word ending in *y* has a vowel before the *y*, when we add a suffix to the word, we just add the suffix to the end of the word. Add the suffix **s** to spell the word **days**. How many *days* before the field trip?
2. Spell the word **stay**. Add the suffix **e-d** to spell the word **stayed**. We *stayed* still while the hummingbird flew by.

Now let's practice adding suffixes to words that end in a consonant followed by a *y*. Remember, in these words, we must change the *y* to an *i* before adding the suffix.

3. Spell the word **fry**. Does a consonant come before the *y* at the end of this word? (yes) What do we need to do before adding the suffix? (change the *y* to an *i*) Correct. Add the suffix **e-s** to spell the word **fries**. Spell **fries**. They ate *fries* and hotdogs.
4. Spell the word **pony**. Add the suffix **e-s**. What do you need to do before adding the suffix to this word? (change the *y* to an *i*) Correct. Add the suffix **e-s** to spell the word **ponies**. Spell **ponies**. The *ponies* pranced in the parade.
5. Spell the word **try**. Change the word *try* to **tried**. He *tried* to open the door.
6. Change the word *tried* to **tries**. You can have as many *tries* as you need.
7. Spell the word **pry**. Change the word *pry* to **pried**. She *pried* open the box.

Now let's add the suffix **i-n-g** to words that end in *y*. Remember, when adding **i-n-g** to words ending in *y*, keep the *y*, and add the **i-n-g**.

8. Spell the word **say**. Change the word *say* to **saying**. The teacher is *saying* something important.
9. Spell the word **dry**. Change the word *dry* to **drying**. They are *drying* the dishes.

### 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).

(continued on next page)

# Review Activities Lesson Week 19

(continued from previous page)

## **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 19 Part 2. Check for accuracy and automaticity.

# Review Activities Lesson Week 19

## Building Words

### Review Activity for Spelling Lesson Week 19

#### Part 2 of 2, Adding Suffixes to Words Ending in Y

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

g f d y i o e a

ing es ed t s r p n

**Reading Horizons Discovery® Spelling Lesson Week 19**  
**Cloze Passage**

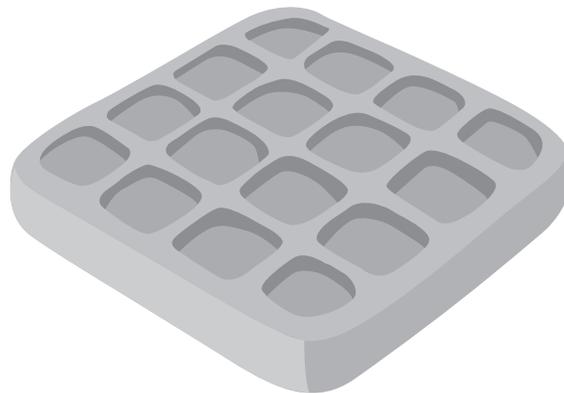
Name \_\_\_\_\_ Date \_\_\_\_\_

“Mom, did you just \_\_\_\_\_?” asked Ruby. “Are you \_\_\_\_\_, or do you have a cold?”

“I’m fine,” said Mom. “This \_\_\_\_\_ is \_\_\_\_\_ than I would like, so I was \_\_\_\_\_ it up. A \_\_\_\_\_ bit of dust floated into my nose.”

“I’m glad you are fine,” said Ruby. “I will get out the \_\_\_\_\_ and make us some waffles with \_\_\_\_\_ syrup. We can eat them when you are done.”

“That would be very nice,” said Mom. “Let’s \_\_\_\_\_ some dried \_\_\_\_\_ slices on top, too.”



**Reading Horizons Discovery® Spelling Lesson Week 19**

**Cloze Passage**

**-LE at the End of a Word and Adding Suffixes to Words Ending in Y**

apple

crumble

crying

griddle

little

maple

messier

sniffle

table

tidying

# Spelling Lesson Week 19

## Building Words Transfer Card 1 of 2

Words:

able	table	fable	rubble	battle
rattle	raffle	tackle	tickle	buckle

Sentence:

Will we be able to use this table for the raffle?

# Spelling Lesson Week 19

## Building Words Transfer Card 2 of 2

Words:

days	stayed	fries	ponies	tried
tries	pried	saying	drying	

Sentence:

The ponies stayed in the shade for days.

Name \_\_\_\_\_

Words that end in *-le* have the sound /ul/, as in *bubble*. Put a small schwa between the *l* and the consonant before it. There is no working vowel — only a vowel sound — in the last syllable.

### Lesson 69: *-LE* at the End of a Word

Prove and read the words below. Remember: *bl*, *fl*, and *pl* are Blends. Mark them. The first two words have been done for you.

tā|ble<sup>ə</sup>

simple

rā||tle<sup>ə</sup>

puddle

raffle

tremble

bubble

middle

humble

maple

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

This exercise provides practice adding suffixes to words ending with y.

## Lesson 71: Adding Suffixes to Words Ending in Y

1. When a word ends in an adjacent vowel with y, just add an s to make the word plural: dayss.

Add the s to the following words. Then read each word.

key\_      way\_      delay\_

2. When y follows a consonant, change the y to an i, and add -es, -ed, or -est. Example: dry dries dried driest

Add -es, -ed, or -est as shown. Then read each word.

pony+ies= \_\_\_\_\_

tidy+ied= \_\_\_\_\_

3. When -ing is added to a word ending in y, leave the y, and add -ing. Example: fly+ing=flying

Add -ing to the following words. Then read the words.

dry+ing= \_\_\_\_\_

supply+ing= \_\_\_\_\_

Some of the words in the sentence below ended in y before a suffix was added. Read each sentence. Then circle those words.

The tiniest ponies are happiest when they are prancing.

*Reading Horizons Discovery*® Spelling Lesson Week 19

Sort and Spell 1

-LE at the End of a Word

Sort by Decoding Skill	
Decoding Skill 1	Decoding Skill 2

Word Bank

able	apple	thimble
table	needle	bubble
title	little	cattle
staple	puzzle	simple
maple	fable	bugle
sample	middle	candle
eagle	cable	

Page intentionally left blank.

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

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

1. On the ranch, the \_\_\_\_\_ rested in the shade of a \_\_\_\_\_ tree.

2. We like to tell the \_\_\_\_\_ of the princess who ate the red \_\_\_\_\_.

3. Are you \_\_\_\_\_ to connect this \_\_\_\_\_ to the wall?

4. The \_\_\_\_\_ is a photo of an \_\_\_\_\_ in the sky.

5. Please \_\_\_\_\_ these pages, and then place them on the \_\_\_\_\_.

6. I will mend the hole in these pants with a \_\_\_\_\_ and a \_\_\_\_\_.

7. The \_\_\_\_\_ of the fable is printed in the \_\_\_\_\_ of the first page.

8. A \_\_\_\_\_ way to see at night is to use a \_\_\_\_\_.

9. Can you play a \_\_\_\_\_ of your songs on the \_\_\_\_\_?

10. The \_\_\_\_\_ child smiled at the floating \_\_\_\_\_.

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

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

1. Which word means *story* or *tale*? \_\_\_\_\_

2. How many words have the long *u* vowel sound?  
\_\_\_\_\_

3. How many words have double consonants?  
\_\_\_\_\_

4. Why are some words spelled with double consonants before the *-le* ending? \_\_\_\_\_

5. Look at the words in the sort that follow Decoding Skill 1. What is the most common vowel sound in the first syllable of these words? \_\_\_\_\_

Word Bank

days	babies	relayed
flies	played	replied
sprayed	ponies	chimneys
cried	jockeys	supplied
donkeys	bunnies	braying
tries	replying	ladies
crying	candies	

Page intentionally left blank.

*Reading Horizons Discovery*® Spelling Lesson Week 19

Sort and Spell 2

Adding Suffixes to Words Ending in Y

Sort by Y Plus Suffix		
Add Suffix After Y		Change Y to I and Then Add Suffix

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

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

1. The \_\_\_\_\_ rode the \_\_\_\_\_ in the race.

2. The hopping \_\_\_\_\_ got \_\_\_\_\_ by the hose.

3. The queen has three \_\_\_\_\_-in-waiting who are \_\_\_\_\_ to all of her requests.

4. I needed to call my friend, but after many \_\_\_\_\_, I \_\_\_\_\_ to him by email.

5. The twin \_\_\_\_\_ are \_\_\_\_\_ and need to take naps.

6. We \_\_\_\_\_ the bricklayers with bricks for the \_\_\_\_\_.

7. The children \_\_\_\_\_ when they dropped their mint \_\_\_\_\_.

8. We \_\_\_\_\_ the game with a disk that \_\_\_\_\_ through the air.

9. He \_\_\_\_\_ the message that the shop would be closed for two \_\_\_\_\_.

10. \_\_\_\_\_ is the sound that \_\_\_\_\_ make.

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

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

1. Which two words in the sort have the same root word? \_\_\_\_\_, \_\_\_\_\_

2. Write at least two words from the sort that have the suffix *-ing*. \_\_\_\_\_, \_\_\_\_\_

3. What word is the word *sprayed* without the suffix?  
\_\_\_\_\_

4. What word is the word *supplied* without the suffix?  
\_\_\_\_\_

5. What word is the word *flies* without the suffix?  
\_\_\_\_\_