



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

Spelling with *-KE*

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

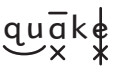
For more information, contact your teacher at \_\_\_\_\_.

## Weekly Spelling Homework

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

### (Form B) Spelling LESSON WEEK 19: Spelling with *-KE*

**Spelling Skill:** The spelling pattern for Phonetic Skill 4 is vowel, consonant, and *e* at the end. It is one way to spell a single-syllable word with a long vowel sound before a final consonant sound. Single-syllable words with a long vowel sound before the /k/ sound are often spelled with *-ke* at the end of the word following the pattern of Phonetic Skill 4.

Example Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
	quake broke fake rake hike	woke flake wake stake spike	fluke shake poke like joke	who write would could you

### 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 skill word from the word bank.	2. Write a skill word from the word bank, and draw a picture to illustrate the meaning of the word.	3. Spell and prove one skill word from the word bank.
4. Write two skill words from the word bank that rhyme with the word <i>strike</i> .	5. Spell and prove two skill words from the word bank.	6. Write a sentence using one MCW from the word bank and one skill word from the word bank.
7. Spell and prove one skill word from the word bank.	8. Write at least one skill word from the word bank that is a verb.	9. Spell and prove one skill word 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  
Spelling with -KE

<b>A</b>	<b>E</b>	<b>O</b>	<b>I</b>	<b>B</b>	<b>C</b>	<b>H</b>	<b>K</b>
<b>L</b>	<b>M</b>	<b>N</b>	<b>P</b>	<b>S</b>			

**k h c b i o e a**

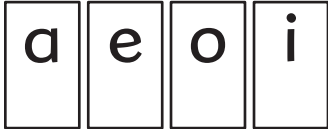
**l w u d s**

# Review Activities Lesson Week 19

## Building Words Review Activity for Spelling Lesson Week 19 Spelling with -KE

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 19.

### Building Words

Let's practice spelling with *k-e*, using the sound cards.

1. Use four letters to spell the word **make**. Let's *make* a snowman!
2. Change the word *make* to spell **cake**. I like to eat chocolate *cake*.
3. Change the word *cake* to spell **bake**. We can *bake* some bread in the oven.
4. Change the word *bake* to spell **bike**. She rides her *bike* to school.
5. Change the word *bike* to spell **hike**. They like to *hike* on the weekends.
6. Change the word *hike* to spell **like**. Do you *like* watermelon?
7. Use a Digraph to spell the word **shake**. Please don't *shake* your soda pop can.
8. Change the word *shake* to spell **snake**. He has a pet *snake*.
9. Use five letters to spell the word **smoke**. The campfire makes a lot of *smoke*.
10. Change the word *smoke* to spell **spoke**. The teacher *spoke* very softly.

### 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

Starting with a word from the lesson, have students play Change That Word from the RHD Games Supplement.

### Transfer

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

**Reading Horizons Discovery® Spelling Lesson Week 19**  
**Cloze Passage 1**

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

Based on the *Reading Horizons Discovery®* Little Book “A Blaze on a Ship”

One day, \_\_\_\_\_ saw smoke coming from the aft of Mike’s ship.

He ran to \_\_\_\_\_ up Mike. “Let’s get some water from the \_\_\_\_\_!”

We don’t want to choke on this \_\_\_\_\_!” yelled Mike.

It was not long before the blaze was out. “Thank you, Jake,” said \_\_\_\_\_.

“I would not \_\_\_\_\_ it if my ship went up in smoke.”





**Reading Horizons Discovery® Spelling Lesson Week 19**  
**Cloze Passage 1**  
**Spelling with -KE**

Jake

lake

like

Mike

smoke

wake

# Spelling Lesson Week 19

## Building Words Transfer Card 1

Words:

make    cake    bake    bike    hike  
like    shake    snake    smoke    spoke

Sentence:

We can bake a cake to take on the hike.

Name \_\_\_\_\_

When the /k/ sound follows a long vowel sound in a word, the /k/ is usually spelled *-ke*.

### Lesson 45: Spelling with *-KE*

Add *-ke* after each vowel to make a word with a long vowel sound. Then prove and read the words. The first word has been done for you.

cākē

li\_\_

sha\_\_

spo\_\_

ma\_\_

bi\_\_

bra\_\_

jo\_\_

stro\_\_

Can you find the words you just marked in this word search? The words can go up ↑, down ↓, across →, or diagonally ↗ ↘.

L	I	Q	N	F	S	E	J	S	D
S	T	R	O	K	E	H	K	K	C
B	W	S	R	P	T	C	A	A	U
O	R	M	A	K	E	E	E	K	C
F	J	A	F	L	K	D	S	S	E
V	E	S	K	I	I	B	W	E	H
N	K	J	B	E	E	K	N	D	W
S	O	O	K	E	X	K	E	G	A
L	P	K	Z	W	B	Q	N	G	I
F	S	E	Z	N	W	L	A	P	B

Reading Horizons Discovery® Spelling Lesson Week 19  
Sort and Spell 1

Vowel Sound			
ā	ō	ū	ī

Word Bank

bake

cake

woke

duke

flake

hike

joke

like

poke

quake

shake

smoke

spoke

strike

take

Page intentionally left blank.

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

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

1. Can you \_\_\_\_\_ a cake?

2. A quake will \_\_\_\_\_ the shed.

3. Let's \_\_\_\_\_ on that path.

4. If you smell \_\_\_\_\_, first run, and then call 911!

5. Jan told a \_\_\_\_\_.

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

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

1. Which vowel sound has the least number of words ending in *-ke*? \_\_\_\_\_

2. Which vowels have the most number of words that end with *-ke*? \_\_\_\_\_

3. What do all of these vowels have in common?  
\_\_\_\_\_