



1st Grade Packet

Letter Group 5
Spelling with C and K

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 3: Letter Group 5 and Spelling with C and K

Spelling Skill: This spelling lesson consists of words created using all letters from the alphabet including **Letter Group 5** (*q, z, c, k, i*) and **Spelling with C and K**, which is when the vowel sounds *i* and *e* follow the /k/ sound in a word, then /k/ is spelled with the letter *k*. When the vowel sounds *a, o,* and *u* follow the /k/ sound, /k/ is spelled with the letter *c*.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
<div style="display: flex; align-items: center; justify-content: center;"> quit x </div>	quit big kid cap fix	sit fit can fib cot	cut zip dim cob kit	you the was to of

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 mark one skill word from the word bank.	2. Do jumping jacks. As you clap, say a letter to spell a Most Common Word from the word bank, and then write the word without looking.	3. Spell and mark one skill word from the word bank.
4. Write a skill word from the word bank, and draw a picture to show what the word means.	5. Spell and mark one skill word from the word bank.	6. Write three words from the word bank that rhyme.
7. Spell and mark one skill word from the word bank.	8. Choose one row of three words from the word bank, and write them in abc order.	9. Spell and mark one skill word from the word bank.

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

Review Activities Lesson Week 3

Building Words
Review Activity for Spelling Lesson Week 3
Letter Group 5 and Spelling with C and K

A	E	O	U	I	C	K	M
N	P	Q	T	Z			

m k c i u o e a

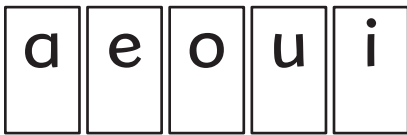
u d b t z

Review Activities Lesson Week 3

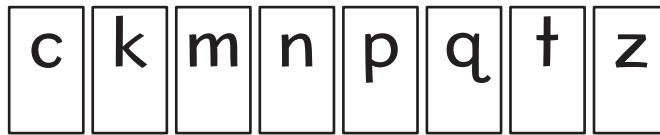
Building Words Review Activity for Spelling Lesson Week 3 Letter Group 5 and Spelling with C and K

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 3.

Building Words

Let's start by spelling words from Letter Group 5, using the sound cards.

1. The first word has the vowel sound /ă/ in the middle of the word. The first sound is /z/, and the last sound is /p/. Spell the word **zap**. I felt a **zap** from the static shock.
2. Change the first sound to /k/ to spell the word **cap**. Make sure that you use the correct letter: *c* or *k*. She is wearing a green **cap**.
3. Change the last sound to spell the word **cat**. The big orange **cat** sits by the window.
4. Now the vowel sound will change to /i/. Spell the word **kit**. We followed the instructions in the **kit**.
5. Now the vowel sound will change to /ÿ/. Spell the word **cut**. Use the scissors to **cut** the paper.
6. Change the word **cut** to the word **quit**. The dogs will **quit** barking soon.
7. Change one letter to spell the word **quiz**. The students took a spelling **quiz**.
8. Spell the name **Kim**. Sid and **Kim** went to the store. (Remind students to turn the card over to display the capital letter.)
9. Spell the word **cot**. I slept on the **cot**.
10. Spell the name **Ken**. That boy is named **Ken**. (Remind students to turn the card over to display the capital letter.)

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

In one column, have students write as many words as they can that start with the letter *c*. In a second column, have them write as many words as they can that start with the letter *k*.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 3. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 3
Cloze Passage 1

Name _____ Date _____

The Van

Cam had a red van. But the _____ did not run.

“Kip, _____ you fix this van?”

“I can not _____ your van, but Kim can,” _____ said.

_____ did fix Cam’s van, and the van did not _____ again.



Reading Horizons Discovery® Spelling Lesson Week 3
Cloze Passage 1
Letter Groups 5 and Spelling with C and K

can

fix

Kim

Kip

quit

van

Spelling Lesson Week 3

Building Words Transfer Card 2 of 2

Words:

zap
quit

cap
quiz

cat
Kim

kit
cot

cut
Ken

Sentence:

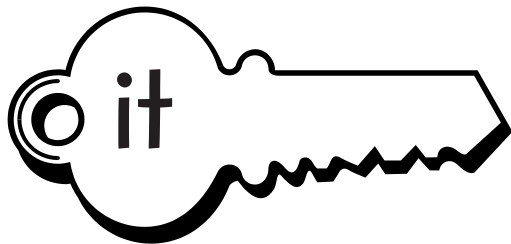
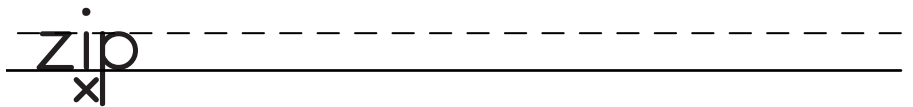
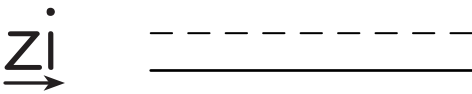
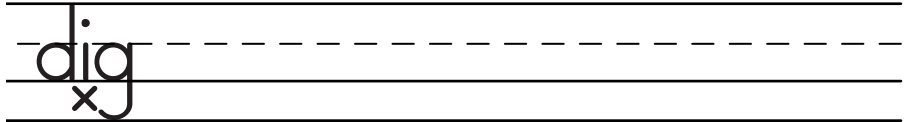
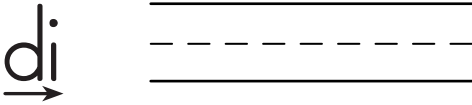
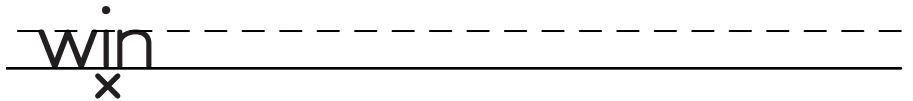
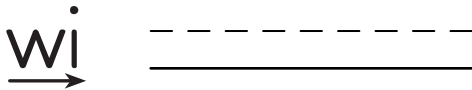
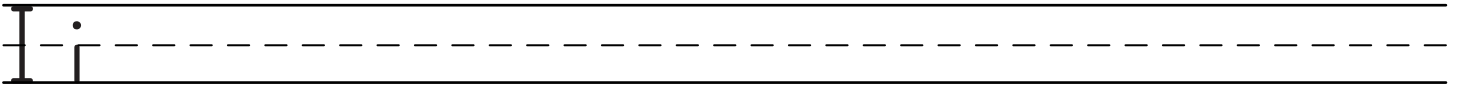
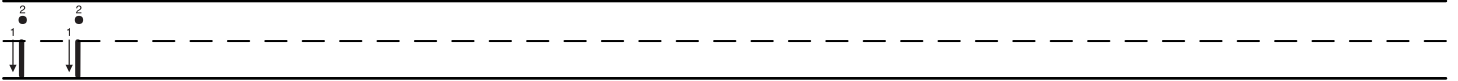
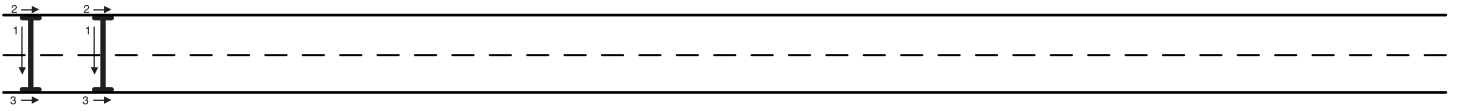
Kim did not quit the quiz.

Name _____

The name of this letter is *i*. *I* is a vowel. The sound for *i* is /i/, as in *it*.

Lesson 13: Letter Group 5

Write a whole row of letter *i*. First write a row of uppercase *I*. Next, write a row of lowercase *i*. Then write a row with a mix of uppercase and lowercase *i*. Say the sound of *i* each time you write it. Read and write each slide and word two times.



The key word for *i* is *it*.

Write a sentence, using a word with the vowel *I/i*. Then read the sentence.

Name _____

This exercise provides practice writing and reading slides and words containing the letter *i*.

Lesson 13: Letter Group 5

Practice reading these slides and words that include the vowel *i*. Write each slide and each word three times. Say the sound of each slide as you write it. Read each word.

ti
→

tip
x

si
→

sit
x

ri
→

rib
x

bi
→

big
x

qui
→

quip
x

pi
→

pin
x

hi
→

hid
x

Name _____

To decide whether to use *c* or *k*, listen for the vowel sound after /k/. Spelling with *c* and *k* depends on the vowel that follows. *K* takes *i* and *e*. *C* takes *a*, *o*, and *u*.

Lesson 14: Spelling with C and K

Write each slide and each word two times. Say the sound of each slide as you write it. Read each word.

ca _____

can _____

co _____

cot _____

cu _____

cup _____

ki _____

kit _____

ke _____

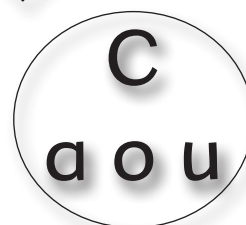
Ken _____

Remember:

K takes *i* and *e*.



C takes the other three: *a*, *o*, or *u*.



Name _____

Look at the vowel in each word.
Does the word begin with *c* or *k*?

Lesson 14: Spelling with C and K

Write *c* or *k* at the beginning of each word. Then read each word. Remember: if the word is a name, it begins with a capital letter. The first word has been done for you.

kin

cub

_id

_eg

_op

_im

_ud

_ob

_en

_od

_at

_it

_ed

_up

Word Bank

Cam

can

cat

cod

cog

cup

kid

kin

Kip

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson 3
Sort and Spell 2

C and K	
C	K

Name _____ Date _____

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

1. The ___id had a ___an of pop.

2. ___im got the ___up from Cam.

3. The ___at can have all of the cod.

Name _____ Date _____

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

1. Which vowels in the words from the sort follow the letter *K*? _____

2. Which vowels in the words from the sort follow the letter *C*? _____

