



3rd Grade Packet

Spelling with *-KE*, *-CK*, *-K*, and *-C*

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 28: Spelling with **-KE**, **-CK**, **-K**, and **-C**

Spelling Skill: The sound of /k/ has many different possible spellings (-ke, -ck, -k, and -c). The following guidelines will help students as they read and spell words with this sound. **-KE:** Single-syllable words that contain the sound of long *a*, *i*, or *u* (and occasionally long *o*) will be spelled with *-ke* (e.g., *bake*, *hike*, *duke*, *joke*). **-CK:** The /k/ sound at the end of single-syllable, short-vowel words will be spelled *-ck* (e.g., *back*, *deck*). The *-ck* spelling will also be used in the middle of some multi-syllabic words ending in *-et* (e.g., *packet*, *bucket*). **-K:** Single-syllable words that contain the sound of long *e* (and occasionally long *o*) will be spelled with adjacent vowels and end in the letter *-k* (e.g., *oak*, *speak*, *seek*). *K* is used to spell the /k/ sound at the end of Special Vowel Combinations *-ank*, *-onk*, *-unk*, and *-ink* (e.g., *bank*, *honk*). The *-k* spelling is also used after: the letter *l* (e.g., *milk*, *silk*), the letter *s* (e.g., *ask*, *desk*), Murmur Diphthongs (e.g., *mark*, *cork*), and Special Vowel Sounds (e.g., *look*, *book*). **-C:** The /k/ sound at the end of a word with more than one syllable (e.g., *picnic*, *frantic*), or in the middle of a word of any length, will usually be spelled with a *c* (e.g., *record*, *arctic*).

Example Words	<u>Word Bank</u>			
	Skill Words			Most Common Words
	track	locket	duke	there
	soak	brook	work	their
	arctic	hawk	access	to
	milk	bike	picnic	two
	bucket	dusk	park	too

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 words from the word bank that follow Phonetic Skill 4.	3. Spell and prove two skill words from the word bank.
4. Write a sentence using at least one MCW and two skill words from the word bank.	5. Spell and prove three skill words from the word bank.	6. Using at least three skill words from the word bank, write a sentence about the outdoors.
7. Spell and prove two skill words from the word bank.	8. Spell and prove two words from the word bank that contain Murmur Diphthongs.	9. Spell and prove two skill words from the word bank.

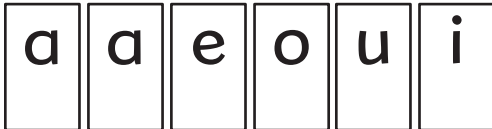
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 28

Building Words Review Activity for Spelling Lesson Week 28 Spelling with -KE, -CK, -K, and -C

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 28.

Building Words

Let's practice spelling words that have long vowel sounds and end with the /k/ sound.

1. Say the word **cloak**. What vowel do you hear? (long *o*) Correct. When the /k/ comes after a long vowel sound in a single-syllable word, spell the /k/ sound with the letter *k*. Using Phonetic Skill 5, spell *cloak*. A thick *cloak* hung on a hook by the door.
2. Say the word **weak**. What vowel do you hear? (long *e*) Correct. When the /k/ comes after a long vowel sound in a single-syllable word, spell the /k/ sound with the letter *k*. Spell *weak*. We are feeling *weak* after our long hike.
3. Say the word **cork**. Do you hear a long or short vowel sound? (neither) What do you hear? (a Murmur Diphthong) Correct. When the /k/ comes after a Murmur Diphthong, spell the /k/ sound with the letter *k*. Spell *cork*. The bottle was sealed with a *cork*.
4. Say the word **hawk**. Do you hear a long or short vowel sound? (neither) What do you hear? (a Special Vowel Sound) Correct. When the /k/ comes after a Special Vowel Sound, spell the /k/ sound with the letter *k*. Spell *hawk*. The *hawk* flew over the hikers.

Let's practice single-syllable words that have short vowel sounds and end with the /k/ sound.

5. Say the word **duck**. What vowel sound do you hear? (short *u*) Correct. When no other sound is heard with the ending /k/, and the vowel is short, which letters are used to spell the /k/ sound? (*c-k*) Correct. Spell *duck*. They fed the *duck* at the pond.
6. Say the word **lock**. What vowel sound do you hear? (short *o*) Correct. Spell *lock*. Did you *lock* the door?

Next, let's try a few multi-syllabic words that have the /k/ sound at the end. The ending /k/ sound in these words is spelled with the letter *c*.

7. Spell the word **garlic**. He likes to cook with *garlic*.
8. Spell the word **nordic**. She enjoys *nordic* sports.

Lastly, let's practice words that have the /k/ sound in the middle of the word. Usually, the /k/ sound in the middle of a word is spelled with the letter *c*.

9. Spell the word **locate**. It took several minutes for us to *locate* the building on the map.
10. Spell the word **arcade**. The *arcade* has several new video games.

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Review Activities Lesson Week 28

(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 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 28. Check for accuracy and automaticity.

Review Activities Lesson Week 28

Building Words
Review Activity for Spelling Lesson Week 28
Spelling with -KE, -CK, -K, and -C

A	A	O	U	I	C	D
G	H	K	L	R	T	W

d c i u o e a a
w t r n l k h g

Reading Horizons Discovery® Spelling Lesson Week 28
Cloze Passage

Name _____ Date _____

Last _____, Gabe saw an odd _____ at the _____.

An _____ rode a tiny _____ in a _____

around the ring. By the cheering of the crowd, Gabe could tell it was a

_____, but he thought it was kind of _____.



Reading Horizons Discovery® Spelling Lesson Week 28
Cloze Passage
Spelling with -KE, -CK, -K, and -C

act

awkward

bike

circle

circus

electric

insect

October

success

Spelling Lesson Week 28

Building Words Transfer Card 1

Words:

cloak	weak	cork	hawk	duck
lock	garlic	nordic	locate	arcade

Sentence:

We are trying to locate a flock of ducks this week.

Name _____

The /k/ sound at the end of a word can be spelled four different ways: -ke, -ck, -k, and -c.

Lesson 90: Spelling with -KE, -CK, -K, and -C

-KE: In a one-syllable word, if the vowel sound is long right before the ending /k/ sound, there are two ways to spell /k/. The first is -ke, the silent e rule. Prove and read the following words. The first word has been done for you.

spōkē strike brake fluke Duke

-CK: In a one-syllable word, if the vowel sound is short and no other consonant is heard, the ending /k/ spelling is -ck (back.) Prove and read the following words. The first word has been done for you.

pīck deck slack truck lock

-K: In a one-syllable word, if the vowel sound is long or you hear a Murmur Diphthong or Special Vowel Sound right before the ending /k/ sound, the word is spelled with a -k. Prove the following words. The first word has been done for you.

pēek hawk look beak park

If the consonant l, n, or s is heard right before the /k/ ending sound, the word is spelled with a -k (milk, honk, ask). Prove and read the following words. The first word has been done for you.

sīlk bank hunk elk dusk

-C: Words that have more than one syllable and end in the sound /k/ are spelled with a -c (traffic). **Exception: attack. Prove and read the following words. The first word has been done for you.

pīcnic garlic arctic frantic lilac

Word Bank

tuck	back	joke
beak	milk	hike
speak	desk	elk
hectic	bulk	sick
sock	seek	croak
lake	week	snake
broke	attic	

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Reading Horizons Discovery® Spelling Lesson Week 28

Sort and Spell 1

Spelling with *-KE*, *-CK*, *-K*, and *-C*

Sort by Vowel Sound	
Short Vowels	Long Vowels

Name _____ Date _____

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

1. The child is feeling _____, so his dad will _____ him into bed.

2. I am always losing a _____ or two. I may need to purchase them in _____.

3. We have had many things to do each day this _____, so it has been a _____ time.

4. We saw an _____ with big antlers when we were on a _____ in the woods.

5. It is cold outside, so Mom said we can play _____-and-seek upstairs in the _____.

6. The bird will catch that small green _____ in its _____.

7. The big toad that lives on the shore of the _____ made a loud _____.

8. Dad _____ his phone again so we had to take it _____ to the repair shop.

9. I'm not allowed to have _____ or other drinks on my _____.

10. It is her turn to _____, and she would like to tell us a _____.

Name _____ Date _____

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

1. List the ways the /k/ sound is spelled at the end of words that have a long vowel sound?

2. How is the /k/ sound spelled at the end of a word with more than one syllable? _____

3. Which words have two syllables? _____

4. Which phonetic skills do the words follow that are in the Long Vowels column? _____

5. List 3 ways the /k/ sound is spelled at the end single-syllable words with a short vowel sound. For each spelling, list the last two consonants.
_____, _____, _____

Reading Horizons Discovery® Spelling Lesson Week 28

Sort and Spell 2

Spelling with *-KE*, *-CK*, *-K*, and *-C*

Sort by Spelling			
-KE	-K	-CK	-C

Word Bank

bake	park	duck
bike	week	pick
music	cake	oak
traffic	deck	broke
milk	weak	clock
alike	snack	attic
picnic	fennec	

Page intentionally left blank.

Name _____ Date _____

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

1. We sat on the back _____ and saw a _____ swimming in the lake.

2. We went to the local _____ and had a _____ under an _____ tree.

3. A _____ is a type of fox with light brown fur.

4. For your afternoon _____, would you like a glass of _____ and spice _____?

5. I plan to _____ a pie for the party next _____.

6. I don't get stuck in _____ because I ride my _____ to school.

7. He felt _____ after lifting all of the big boxes in the _____.

8. If I let you _____ the _____, will you sing with me?

9. Twins do not always look _____.

10. I think that I _____ this _____ when I was trying to set it to the right time.

Name _____ Date _____

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

1. Which word rhymes with *broke*? _____

2. Which word means *similar*? _____

3. How many single-syllable words in the sort have a long vowel sound? _____
Which columns are they in? _____

4. Which two words from the sort are homophones?
_____, _____

5. Which word is the name of a type of fox?
