



3rd Grade Packet

Phonetic Skill 5
Spelling with -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 B) Spelling LESSON WEEK 11: Phonetic Skill 5 and Spelling with -k

Spelling Skill: Phonetic Skill 5: When some vowel combinations are adjacent, the second vowel is silent, and the first vowel is long. These are the nine most common adjacent vowel combinations: *ai, ay, ea, ee, oa, oe, ui, ue, ie*. Use these combinations at the beginning or in the middle of words: *ai, ea, oa, ui*. Use these combinations at the end of words: *ay, ea, ee, oe, ue, ie*. You can also use *ea* and *ee* in the middle. When the /k/ sound comes after beginning or middle adjacent vowel spellings *e-a, o-a, or e-e*, spell the /k/ sound with the letter *-k*.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	glee claim juice seek quaint spray doe hue meet bay meat soak tie speak pie	new only know over look

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 two skill words from the word bank that have the same vowel sound.	3. Spell and prove two skill words from the word bank.
4. Choose one skill word from the word bank. Write the word, and then draw a picture to illustrate the meaning of the word.	5. Spell and prove three skill words from the word bank.	6. Write and prove two skill words from the word bank that rhyme.
7. Spell and prove two skill words from the word bank.	8. Write two words that sound the same but are spelled differently and have different meanings.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 11

Building Words

Review Activity for Spelling Lesson Week 11

Phonetic Skill 5 and Spelling with -k

A	E	E	O	I	B	K	L
M	N	P	R	S	T		

l k b i o e e a

t s r p n m

Review Activities Lesson Week 11

Building Words
Review Activity for Spelling Lesson Week 11
Phonetic Skill 5 and Spelling with -k
Alternates

Ai						
Ea						
ee						
Oa						
ie						

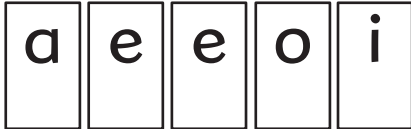
ie oa ee ea ai

Review Activities Lesson Week 11

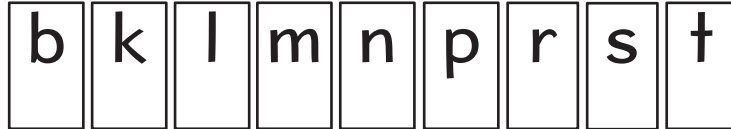
Building Words Review Activity for Spelling Lesson Week 11 Phonetic Skill 5 and Spelling with -K

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 11.

Building Words

Let's practice spelling words that follow Phonetic Skill 5.

1. Spell the word **beat**. She likes the *beat* of this song.
2. Spell the word **roam**. The horse likes to *roam* around the field.
3. Spell the word **mail**. I need to *mail* this letter.
4. Spell the word **tie**. Can you *tie* my shoelace?
5. Spell the word **seem**. They *seem* like nice people.

Let's practice spelling words that end with -k.

6. Change the word *seem* to spell **seek**. Remember, the long e vowel sound can be formed using different letter combinations. In the word *seek*, the long e vowel sound is formed by the adjacent vowels e-e. They *seek* treasure.
7. Change the word *seek* to spell **speak**. Remember, the long e vowel sound can be formed using different letter combinations. In the word *speak*, the long e vowel sound is formed by the adjacent vowels e-a. Actors need to *speak* clearly.
8. Change the word *speak* to spell **soak**. Let's *soak* the dishes before we wash them.
9. Change the word *soak* to spell **sink**. She will clean the *sink*.
10. Change the word *sink* to spell **silk**. The shirt is made of *silk*.

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.

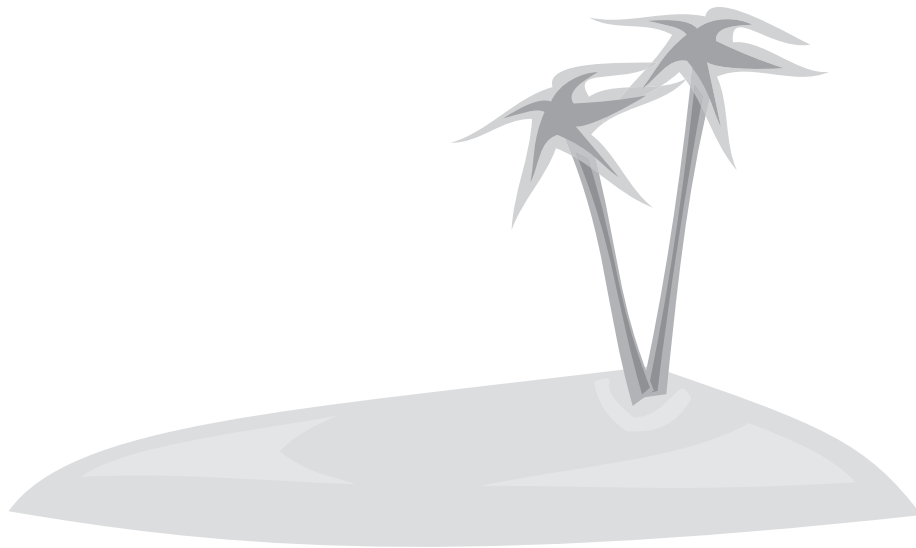
Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 11. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 11
Cloze Passage

Name _____ Date _____

Next _____, we will take the _____ to a _____ inn near the
_____. We will pull up a _____ on the beach and watch the _____
and the _____ of the waves. We may _____ on the sand and
_____, or we may dip a _____ into the water to test the heat.



Reading Horizons Discovery® Spelling Lesson Week 11
Cloze Passage
Phonetic Skill 5 and Spelling with -K

foam lie quaint read

sea seat spray

toe train week

Spelling Lesson Week 11

Building Words Transfer Card 1

Words:

beat	roam	mail	tie	seem
seek	speak	soak	sink	silk

Sentence:

Do not soak the silk tie to clean it.

Name _____

Phonetic Skill 5: When two vowels are adjacent, the second vowel is silent, and the first vowel is long.

Lesson 50: Phonetic Skill 5

Prove and read these words. The first word has been done for you.

sēēn
x x

glee

heal

eat

sprain

rain

faint

gray

plain

true

meat

seat

gloat

dream

sail

play

strain

leap

speak

toe

tee

scream

groan

doe

Name _____

There are many ways to spell words with the ending sound /k/. Here are two ways: *ke* and *k*.

Lesson 52: Spelling with -K

Each of the words below ends in a /k/ sound. Finish the words by adding *k* or *ke*. Read the words. Underline adjacent vowel words. Circle silent e words. Put a box around words with a Special Vowel Combination. Be sure to mark all of the words. The first three words have been done for you.

jōke
x x

sink
x

mēek
x x

win_

fā__

spea_

trun_

strea_

quā__

Write a sentence, using either a word ending in *k* or *ke*. Then read the sentence.

Word Bank

oak	each	eat
aim	see	fruit
rain	clean	teeth
paid	coat	stain
juice	read	sea
pie	clue	toe
way	tree	

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 11

Sort and Spell 1

Phonetic Skill 5

Sort words with Beginning, Middle, and Ending Adjacent Vowel Combinations		
Beginning	Middle	End

Name _____ Date _____

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

1. I will dip my _____ in the _____ before going in all the _____.

2. This _____ is an _____, but that one is a pine.

3. Min had a snack of _____ and nuts with her glass of _____.

4. Will you _____ the next _____ to me?

5. _____ is just water, so it will not _____ my new _____.

6. _____ of us will _____ a slice of _____ after the meal.

7. You should _____ to _____ your _____ twice a day.

8. Gabe _____ for his lunch with ten dimes.

9. Did you _____ my glasses on the desk?

Name _____ Date _____

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

1. Write a pair of rhyming words from the sort that end with adjacent vowel combinations. _____, _____

2. Which two words from the sort rhyme with adjacent vowel combinations in the middle of a word?

_____, _____

3. Which two words from the sort sound the same but have different meanings and spellings? _____, _____

4. Which words from the sort begin with a Blend?

_____, _____, _____, _____, _____

5. Which two words from the sort end with a Digraph? _____, _____

Reading Horizons Discovery® Spelling Lesson Week 11

Sort and Spell 2

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

Sort by Spelling of /k/		
<i>-K</i>	<i>-CK</i>	<i>-KE</i>

Word Bank

seek

dock

joke

silk

rock

lake

speak

pick

shake

junk

elk

truck

strike

spoke

oak

duck

fleck

sack

like

drink

Page intentionally left blank.

Name _____ Date _____

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

1. There is a cute _____ and some _____ near the _____.

2. Jim swung the bat but got a _____.

3. She made the _____ for her boats from an _____ tree.

4. We put the old _____ in a _____ and drove it to the dump in Dad's _____.

5. I _____ the _____ she told when she _____ to our class.

6. Tom will _____ a _____ and eat some fries.

7. I will _____ up that _____ on the trail so that you don't trip.

8. Is there a _____ of dust on that _____ dress?

9. Can I _____ with you about the plans for the day?

10. If I stub my toe again, I will _____ first aid.

Name _____ Date _____

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

1. Do the words that end in *-CK* have a long or short vowel sound? _____

2. Do the words that end in *-KE* have a long or short vowel sound? _____

3. Write at least two words that end in *-K* and have a long vowel sound. _____

4. How many words that end in *-K* have a short vowel sound? _____

5. How many words that end in *-K* have a Special Vowel Combination? _____