



2nd 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) LESSON WEEK 33: 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 Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
l <u>ü</u> ck x *)	luck	irk	Jurassic	to
	locate	arctic	shark	do
	joke	make	record	who
	book	milk	bucket	friend
	speak	soak	work	four

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. Choose a word with a Murmur Diphthong from the word bank. Then write a sentence using that word.	3. Spell and prove two skill words from the word bank.
4. Write a sentence using at least one skill word and one MCW from the word bank.	5. Spell and prove three skill words from the word bank.	6. Choose a word from the word bank that you might read in a science book. Write a sentence using the word.
7. Spell and prove two skill words from the word bank.	8. Choose a word from the word bank that is a noun and has more than one syllable. Write the word. Then draw a picture to illustrate the meaning of the word.	9. Spell and prove two skill words from the word bank.

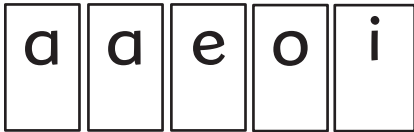
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 33

Building Words Review Activity for Spelling Lesson Week 33 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 Instructor Cards for Spelling Lesson Week 33.

Building Words

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

1. Say the word **poke**. What vowel sound do you hear? (long *o*) Correct. Single-syllable words with a long vowel sound before the /k/ sound are often spelled with *k-e*. Spell the word **poke**. Don't *poke* yourself in the eye.
2. Say the word **speak**. What vowel sound do you hear? (long *e*) Correct. When the /k/ sound comes after a long *e* vowel sound, spell the /k/ sound with the letter *k*. Spell the word **speak**. I will *speak* to the person in charge.
3. Say the word **park**. Do you hear a long or short vowel sound? (no) What do you hear? (a Murmur Diphthong) Correct. When /k/ is heard after a Murmur Diphthong, it is also spelled with *k*. Spell the word **park**. They rode their bikes to the *park*.

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

4. Say the word **speck**. What vowel sound do you hear? (short *e*) Correct. When no other sound is heard with the ending /k/, and the vowel sound is short, the spelling of /k/ is *-ck*. Spell the word **speck**. There was a *speck* of dirt on my shirt.
5. Say the word **pick**. What vowel sound do you hear? (short *i*) Correct. When no other sound is heard with the ending /k/, and the vowel sound is short, what letters will you use to spell the /k/ sound? (*-ck*) Correct. Spell the word **pick**. I don't know which color of notebook to *pick*!
6. Spell the word **pack**. Will you help me *pack* my lunch?

Try a few multi-syllable words that have the /k/ sound at the end. The middle and ending /k/ sound in these words is spelled with a *c*.

7. Spell the word **arctic**. The *Arctic* air blew across the land.
8. Spell the word **hectic**. They had a *hectic* week because of the baseball tournament.

Now practice words that have the /k/ sound in the middle of the word. Usually, the /k/ will be spelled with a *c*.

9. Spell the word **arcade**. They liked to go to the *arcade* after school.
10. Spell the word **locate**. Did you *locate* the mailbox you were looking for?

Review Activities Lesson Week 33

(continued from previous page)

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). As an alternative, have students write as many words as they can using the letters in this lesson.

Bonus Activity

Have students write a sentence using one or more words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 33. Check for accuracy and automaticity.

Review Activities Lesson Week 33

Building Words

Review Activity for Spelling Lesson Week 33

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

A	A	E	O	I	C	C	D
H	K	L	P	R	S	T	

d c c i o e a a

t s r p l k h

Reading Horizons Discovery® Spelling Lesson Week 33
Cloze Passage

Name _____ Date _____

Based on *Reading Horizons Discovery® Little Book*
“Drake and the Earthquake”

Each morning, Drake went to the barn to milk his cows. He used the milk to _____ different kinds of cheese. He sold the cheese at the market.

Each Friday, he loaded his wooded cart with jugs of _____, boxes of cheese, and glass jars of _____ cream. Then he walked to the market to sell the things in his cart.

_____ liked to sit on a stool next to his cart and play his flute. The _____ would bring people to his cart each _____. Drake liked going to the _____.



Reading Horizons Discovery® Spelling Lesson Week 33
Cloze Passage
Spelling with -KE, -CK, -K, and -C Word Bank

thick

milk

make

Drake

week

market

music

Spelling Lesson Week 33

Building Words Transfer Card

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

Words:

poke speak park speck pick
pack arctic hectic arcade locate

Sentence:

We need to locate a place to park by the arcade.

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

bake	circumference
desk	duck
duke	joke
hawk	hectic
October	picnic
shark	silk
soak	speck
week	

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Reading Horizons Discovery® Spelling Lesson Week 33
Sort and Spell 1

Words with Different Spellings for /k/			
Words Spelled with -CK	Words Spelled with -KE	Words Spelled with -K	Words Spelled with -C

Name _____ Date _____

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

1. They were both born in _____.

2. The _____ soared high in the sky.

3. I saw a _____ of dirt on his white shirt.

4. I put the paper on my _____.

5. You told a funny _____ about a clown.

6. Her new dress is made of _____.

7. Do you know how to _____ cupcakes?

8. I had a crazy and _____ week.

Name _____ Date _____

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

1. How many words in the sort follow Phonetic Skill 5?

2. Which column in the sort contains words with more than one syllable? _____

3. Write the word from the sort that ends with a Blend.

Reading Horizons Discovery® Spelling Lesson Week 33
Sort and Spell 2

Words Spelled with -K Sorted by Vowel Pattern			
Words with -K After a Special Vowel Sound	Words with -K After a Murmur Diphthong	Words with -K After an Adjacent Vowel	Words with -K After an Extra Consonant

Word Bank

ask

bank

cook

gawk

hawk

honk

leak

milk

oak

park

quirk

speak

took

week

work

Page intentionally left blank.

Name _____ Date _____

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

1. Where did we _____ the car?

2. Put the cash in the _____.

3. Let's _____ our teacher if we can go to recess now.

4. She went to _____ at the new office this morning.

5. How many days are in one _____?

6. Do you like soy _____?

7. The dripping faucet has a _____.

8. Acorns fell from the old _____ tree.

Name _____ Date _____

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

1. How many words in the sort end in a Special Vowel Combination? _____

2. Which two words in the sort rhyme with *book*?

3. Which two words in the sort rhyme with *perk*?
