



## 3<sup>rd</sup> Grade Packet

Phonetic Skills 1 and 2  
Spelling with -CK

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 6: Phonetic Skills 1 and 2 and Spelling with -CK

**Spelling Skill:** Phonetic Skill 1: When a vowel is followed by a single consonant sound the vowel sound is short. Phonetic Skill 2: When a vowel is followed by two consonant sounds, the vowel sound is short. Although Phonetic Skills 1 and 2 pertain more specifically to reading than to spelling, knowledge of these skills will improve students' ability to both read and spell words automatically and accurately. When spelling one-syllable, short-vowel words, if no other sound is heard with the ending /k/, the spelling is *-ck*.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
  	cab      floss      track fun      bunch      brick splash      latch      stock hand      pack      stuck band      prop      kid	one two word their there

### 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 a sentence using a word from the word bank that ends in <i>-ck</i> .	3. Spell and prove two skill words from the word bank.
4. Write two words that rhyme with <i>prop</i> .	5. Spell and prove three skill words from the word bank.	6. Write and prove one skill word from the word bank that follows Phonetic Skill 1.
7. Spell and prove two skill words from the word bank.	8. Write and prove one skill word from the word bank that follows Phonetic Skill 2.	9. Spell and prove two skill words from the word bank.

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

# Review Activities Lesson Week 6

Building Words  
Review Activity for Spelling Lesson Week 6  
Part 1 of 2, Phonetic Skills 1 and 2

<b>A</b>	<b>E</b>	<b>O</b>	<b>U</b>	<b>I</b>	<b>H</b>	<b>L</b>	<b>M</b>
<b>P</b>	<b>S</b>	<b>T</b>					

**d s t**

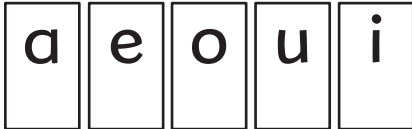
**a e o n i h l m**

# Review Activities Lesson Week 6

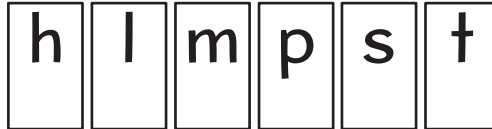
## Building Words Review Activity for Spelling Lesson Week 6 Part 1 of 2, Phonetic Skills 1 and 2

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 6.

### Building Words

Let's start by spelling words that follow Phonetic Skill 1, using the Sounds Cards.

1. Spell the word **met**. We **met** him yesterday.
2. Change the vowel in **met** to spell **mat**. I set my boots on the **mat**.
3. Spell the word **hit**. He **hit** the baseball.
4. Change the vowel in **hit** to spell **hot**. It's such a **hot** day!
5. Change the vowel in **hot** to spell **hut**. The children made a **hut** with pillows.

Now let's spell words that follow Phonetic Skill 2.

6. Use four letters to spell the word **list**. She has a **list** of all the students.
7. Change the vowel in **list** to spell **last**. I hope the battery in my phone will **last**.
8. Use five letters to spell **stump**. He sat on a **stump** of wood.
9. Change the vowel in **stump** to spell **stomp**. Please don't **stomp** through the mud.
10. Use four letters to spell **help**. It is okay to ask for **help**.

### 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.

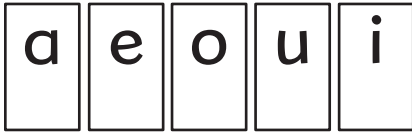
### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 6 Part 1. Check for accuracy and automaticity.

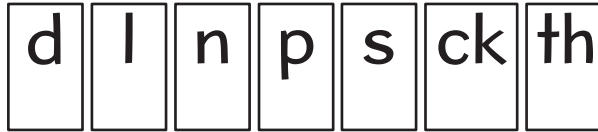
## Building Words Review Activity for Spelling Lesson Week 6 Part 2 of 2, Spelling with -CK

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 6.

### Building Words

Let's practice spelling words ending with *ck*, using the Sounds Cards.

1. Use four letters to spell the word **pack**. I need to *pack* my suitcase.
2. Change the vowel in *pack* to spell **pick**. He will *pick* flowers from his garden.
3. Now change the first sound in *pick* to spell **thick**. She wears a *thick* coat in the winter.
4. Use four letters to spell the word **sock**. There's a hole in my *sock*.
5. Change the first sound in *sock*, and spell **lock**. Did you *lock* the door?
6. Change the vowel in *lock* to spell **luck**. A four-leaf clover is good *luck*.
7. Change the vowel in *luck* to spell **lick**. You'd better *lick* your ice cream cone before it drips all over.
8. Use four letters to spell **deck**. We ate lunch on the back *deck*.
9. Change the first sound in *deck* to spell **neck**. He has a sore *neck*.
10. Now use a Blend to change *neck* to **speck**. There is a *speck* of dust on the screen.

### 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 groups of rhyming words from the lesson.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 6 Part 2. Check for accuracy and automaticity.



# Review Activities Lesson Week 6

Building Words  
Review Activity for Spelling Lesson Week 6  
Part 2 of 2, Spelling with -ck

<b>A</b>	<b>E</b>	<b>O</b>	<b>U</b>	<b>I</b>	<b>D</b>	<b>L</b>	<b>N</b>
<b>P</b>	<b>S</b>	<b>ck</b>	<b>Th</b>				

n i d i u o e a  
d s ck s p  
th ck s p

**Reading Horizons Discovery® Spelling Lesson Week 6**  
**Cloze Passage**

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

Jen and Chan are at a \_\_\_\_\_. They have to \_\_\_\_\_ on a \_\_\_\_\_.

Chan wants to be \_\_\_\_\_, but it is so \_\_\_\_\_. "I think I will \_\_\_\_\_," said Chan.

"Do not \_\_\_\_\_," said Jen. On the \_\_\_\_\_ lap,

Chan fell on a \_\_\_\_\_. Jen said, "Let me \_\_\_\_\_ you."

"Thank you," said Chan. Jen did not \_\_\_\_\_, but she was \_\_\_\_\_  
to help.



**Reading Horizons Discovery® Spelling Lesson Week 6**  
**Cloze Passage**  
**Phonetic Skills 1 and 2, and Spelling with -CK**

fast      glad      help      hot

last      match      melt      run

stick      track      trip      win

# Spelling Lesson Week 6

## Building Words Transfer Card 1 of 2

Words:

met	mat	hit	hot	hut
list	last	stump	stomp	help

Sentence:

We got help when we hit the stump.

# Spelling Lesson Week 6

## Building Words Transfer Card 2 of 2

Words:

pack	pick	thick	sock	lock
luck	lick	deck	neck	speck

Sentence:

He left his thick socks on the deck.

Name \_\_\_\_\_

Practice proving and reading  
Phonetic Skill 1 and 2 words.

### Lesson 33: Phonetic Skill 2

Prove these words. Some words have one guardian, and some have two. Don't forget to arc any Blends. The first three words have been done for you. Read each word after you have proved it.

mēlt<sup>\*\*</sup>  
x

sād<sup>\*</sup>  
x

pāst<sup>\*</sup>  
x

met

sent

yes

raft

dad

milk

mask

grass

had

Copy the sentence below. Then read the sentence.

Dad set the glass of milk on the grass.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_  
-----  
\_\_\_\_\_

A Digraph is two consonants with only one consonant sound. *CK* is a Digraph. When *c* and *k* are together at the end of a word, it is a new spelling for the sound /k/.

### Lesson 35: Spelling with -CK

The Digraph *ck* has the sound of /k/. It comes only at the ends of words. When you hear a word with a short vowel sound followed by the /k/ sound, the /k/ is spelled *-ck*.

Copy, prove, and read the following words. (Remember, the *-ck* makes one consonant sound, so it has only one guardian star).

deck

snack

pick

truck

lock

Read the following sentences. Then circle the Digraph *ck* words.

Did you pick up your snack on the deck?

Lock the truck when you get out.

*Reading Horizons Discovery*® Spelling Lesson Week 6  
Sort and Spell 1  
Phonetic Skills 1 and 2

<b>Sort by Phonetic Skill</b>		
<b>Phonetic Skill 1</b>		<b>Phonetic Skill 2</b>



Word Bank

red	frog	trip
tub	plant	fox
lamp	desk	bulb
stiff	bend	scrub
silk	dress	sketch
rent	risk	win
wish	leg	

Page intentionally left blank.

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

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

1. The \_\_\_\_\_ can run fast.

2. The \_\_\_\_\_ will swim in the water.

3. Kent went on a \_\_\_\_\_ to see the camp.

4. The \_\_\_\_\_ on the \_\_\_\_\_ had no \_\_\_\_\_.

5. Bob was \_\_\_\_\_ and couldn't \_\_\_\_\_ his \_\_\_\_\_.

6. She will \_\_\_\_\_ for a \_\_\_\_\_ in time for the ball.

7. Will Brent take a \_\_\_\_\_ for the \_\_\_\_\_?

8. She will \_\_\_\_\_ the \_\_\_\_\_ in its pot.

9. Lin will \_\_\_\_\_ a van for all of her stuff.

10. Who will \_\_\_\_\_ the \_\_\_\_\_?

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

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

1. Which Phonetic Skill 2 words follow the Double S, F, and Z rule? \_\_\_\_\_

2. Which Phonetic Skill 2 word ends with a Digraph?  
\_\_\_\_\_

3. Which Phonetic Skill 1 words start with a Blend?  
\_\_\_\_\_

4. How many Phonetic Skill 2 words begin with a Blend?  
\_\_\_\_\_

5. How many Phonetic Skill 1 words end with a Digraph?  
\_\_\_\_\_