



3rd Grade Packet

Phonetic Skills 3 and 4
Spelling with *-KE*

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 9: Phonetic Skills 3 and 4 and Spelling with -KE

Spelling Skill: Phonetic Skill 3 represents one spelling pattern for a long vowel sound at the end of a single-syllable word. When spelling words that follow Phonetic Skill 3, simply use the vowel that makes the long vowel sound. The spelling pattern for Phonetic Skill 4 is vowel, consonant, and *e* at the end. It is one way to spell a single-syllable word with a long vowel sound before a final consonant sound. Single-syllable words with a long vowel sound before the /k/ sound are often spelled with *-ke* at the end of the word following the pattern of Phonetic Skill 4.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	ride she time go stripe	globe bike be whale tube game dime slide kite no new only know work year

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 word from the word bank that follows the pattern of Phonetic Skill 4 and could be a noun.	3. Spell and prove two skill words from the word bank.
4. Write a list of all the skill words from the word bank that follow Phonetic Skill 3.	5. Spell and prove three skill words from the word bank.	6. Write at least one word from the word bank that can be a noun and a verb.
7. Spell and prove two skill words from the word bank.	8. Write two skill words from the word bank that rhyme with the word <i>chime</i> .	9. Spell and prove two skill words from the word bank.

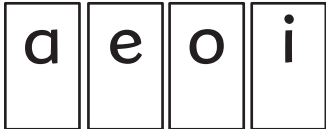
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 9

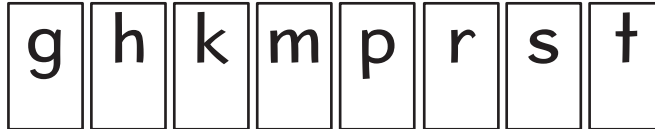
Building Words Review Activity for Spelling Lesson Week 9 Phonetic Skills 3 and 4 and Spelling with -KE

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 9.

Building Words

Let's start by spelling words that follow Phonetic Skill 3.

1. Use two letters to spell the word **go**. When will we *go* to the park?
2. Spell the word **me**. Can you help *me* lift this box?
3. Spell the word **hi**. She waved *hi* to her friends.

Now let's spell words that follow Phonetic Skill 4.

4. Spell the word **kit**. Now change the word to spell **kite**. What did you do to change *kit* to kite? (add the letter *e* to the end) Correct. The *kite* flew high above the trees.
5. Spell the word **rip**. Now change the word to spell **ripe**. What did you do to change *rip* to *ripe*? (add the letter *e* to the end) Correct. These fruits are *ripe*.

Let's practice some words that end in *-ke*.

6. Spell the word **take**. Will you *take* this folder to the office?
7. Change the word *take* to spell **rake**. We can *rake* these leaves.
8. Change the word *rake* to spell **make**. He wants to *make* a movie.
9. Use five letters to spell the word **spoke**. I *spoke* to my teacher.
10. Change the word *spoke* to spell **poke**. Please don't *poke* the class pet.

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 9. Check for accuracy and automaticity.

Review Activities Lesson Week 9

Building Words
Review Activity for Spelling Lesson Week 9
Phonetic Skills 3 and 4 and Spelling with -KE

A	E	O	I	G	H	K	M
P	R	S	T				

m k h g i o e a

d s t s r p

Reading Horizons Discovery® Spelling Lesson Week 9
Cloze Passage

Name _____ Date _____

Mom, Dad, and I will take a _____ to our home by the _____.

_____ will spend _____ there. I will ride my _____ and tell a

_____ to my pal. Dad will bake a _____, and Mom will

_____ in the water _____ a fish. Then, we will all go _____.



Reading Horizons Discovery® Spelling Lesson Week 9
Cloze Passage
Phonetic Skills 3 and 4, and Spelling with -KE

bike cake drive glide

home joke lake like

lime time We

Spelling Lesson Week 9

Building Words Transfer Card 1

Words:

go	me	hi	kite	ripe
take	rake	make	spoke	poke

Sentence:

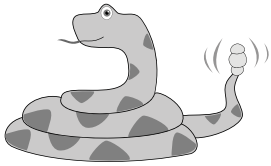
Can you help me make a kite?

Name _____

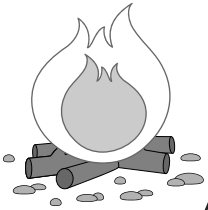
Phonetic Skill 4: The final vowel e is silent, making the first vowel long.

Lesson 43: Phonetic Skill 4

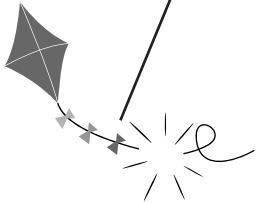
Read the sentences below. Circle the words in each sentence that follow Phonetic Skill 4 (silent e). Draw a line to match the sentence to the correct picture. The first sentence is done for you.



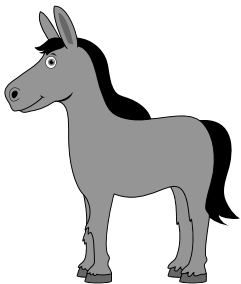
As Dave and Mike came home, the twine on their kite broke.



Snakes slide and glide in the grass and shake their rattles.



We hope to ride the mule to the lake.



In spite of the hot flames, Dave stopped the fire.

Name _____

When the /k/ sound follows a long vowel sound in a word, the /k/ is usually spelled *-ke*.

Lesson 45: Spelling with *-KE*

Add *-ke* after each vowel to make a word with a long vowel sound. Then prove and read the words. The first word has been done for you.

cākē

li__

sha__

spo__

ma__

bi__

bra__

jo__

stro__

Can you find the words you just marked in this word search? The words can go up ↑, down ↓, across →, or diagonally ↗ ↘.

L	I	Q	N	F	S	E	J	S	D
S	T	R	O	K	E	H	K	K	C
B	W	S	R	P	T	C	A	A	U
O	R	M	A	K	E	E	E	K	C
F	J	A	F	L	K	D	S	S	E
V	E	S	K	I	I	B	W	E	H
N	K	J	B	E	E	K	N	D	W
S	O	O	K	E	X	K	E	G	A
L	P	K	Z	W	B	Q	N	G	I
F	S	E	Z	N	W	L	A	P	B

Reading Horizons Discovery® Spelling Lesson Week 9

Sort and Spell 1

Phonetic Skills 3 and 4

Sort by Phonetic Skill			
Phonetic Skill 3		Phonetic Skill 4	

Word Bank

bake	me	she
ride	hi	phone
I	go	no
he	flute	joke
wife	be	plane
mine	so	we
rose	June	

Page intentionally left blank.

Name _____ Date _____

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

1. Will you _____ a cake for _____?

2. _____ likes to _____ her bike.

3. Do _____ have your _____ number?

4. I asked if _____ could _____, but my dad said _____.

5. _____ will bring his _____ to band class.

6. Will you tell me a _____?

7. He and his _____ will _____ late for the _____.

8. Kate is a friend of _____, _____ I said _____ when I saw her.

9. I smelled a _____ on the first day of _____.

Name _____ Date _____

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

1. Which Phonetic Skill 3 words have the long *o* sound?

_____, _____, _____

2. Which Phonetic Skill 4 words have the long *o* sound?

_____, _____, _____

3. How many Phonetic Skill 3 words have the long *e* sound? _____

4. Which Phonetic Skill 4 words have the long *a* sound?

_____, _____

5. Which Phonetic Skill 4 word begins with a Digraph?

Word Bank

stack	snake	bake
take	truck	stoke
neck	back	lake
thick	black	smoke
hike	kick	broke
shake	make	cake
clock	wake	

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Reading Horizons Discovery® Spelling Lesson Week 9
Sort and Spell 2
Spelling with *-CK* and *-KE*

Sort by Long and Short Vowel Sounds	
Words with Short Vowel Sounds	Words with Long Vowel Sounds

Name _____ Date _____

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

1. Mack will _____ his pet _____ to the vet.

2. Luke will drive his _____ to the _____.

3. I will go _____ to pet that cute _____ and white cat.

4. I went on a _____, and a bug bit me on the _____.

5. The _____ from the big fire was _____.

6. My _____ will help me _____ up at 6:00.

7. Did he _____ the ball that _____ the glass?

8. Who wants to _____ a _____ to go with these hot dogs?

9. I will _____ a _____ for the bride on her big day.

10. _____ the fire with this _____ of small logs.

Name _____ Date _____

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

1. What do the words with long vowel sounds have in common? _____

2. What do the words with short vowel sounds have in common? _____

3. Which words rhyme with the word *stoke*?
_____, _____

4. Which words rhyme with the word *back*?
_____, _____

5. Which words start with a Digraph? _____, _____

