

# Spellings of /j/, /s/, /k/

**Generalization** The sound /j/ can be spelled **ge** and **dge**: **large**, **edge**.  
The sound /k/ can be spelled **ck** and **k**: **clock**, **mark**.

**Word Sort** Sort the list words by the sound /j/ spelled *ge* and *dge*, and the /k/ sound spelled *ck* and *k*.

**ge**

**ck**

1. \_\_\_\_\_ 9. \_\_\_\_\_

2. \_\_\_\_\_ 10. \_\_\_\_\_

3. \_\_\_\_\_ 11. \_\_\_\_\_

4. \_\_\_\_\_ 12. \_\_\_\_\_

**dge**

**k**

5. \_\_\_\_\_ 13. \_\_\_\_\_

6. \_\_\_\_\_ 14. \_\_\_\_\_

7. \_\_\_\_\_ 15. \_\_\_\_\_

8. \_\_\_\_\_

### Spelling Words

1. clock
2. large
3. page
4. mark
5. kitten
6. judge
7. crack
8. edge
9. pocket
10. brake
11. change
12. ridge
13. jacket
14. badge
15. orange



**Home Activity** Your child is learning to spell words with *ge*, *dge*, *ck*, and *k*. To practice at home, have your child read the list words and listen as you spell them.

# Spellings of /j/, /s/, /k/

Spelling Words				
clock	large	page	mark	kitten
judge	crack	edge	pocket	brake
change	ridge	jacket	badge	orange

**Word Search** Write a list word to name the picture. Then circle the word in the puzzle. Look across, down, and diagonally.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

c p o c c r a c k p a t  
 l k i e l c d j l o c j  
 o t j n p o c a k c e u  
 k e u b a d c e j k d d  
 k i t t e n g k k e t g  
 j u d j a c k e t t g e



4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**Missing Letters** Write the missing letters to finish the list word.

7. lar \_\_\_\_\_

8. mar \_\_\_\_\_

9. pa \_\_\_\_\_

10. ri \_\_\_\_\_

11. ba \_\_\_\_\_

12. chan \_\_\_\_\_



**Home Activity** Your child has been learning to spell words with *ge*, *dge*, *ck*, and *k*. Have your child identify and spell the five hardest words.

## Spellings of /j/, /k/, /s/

**Directions** Underline the letter or letters that stand for the sound /j/ in jar, large, and edge. Then write a sentence using each word.

1. damage

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2. bridge

---

3. banjo

---

4. village

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**Directions** Circle the words in the box that have the sound /k/ spelled *k*, *c*, *ck*, and *ch* as in mark, cost, pick, and school. Write the words on the lines below.

brake branch cellar decide locket  
 merchant peaceful stomach stretch stuck

5. \_\_\_\_\_

7. \_\_\_\_\_

6. \_\_\_\_\_

8. \_\_\_\_\_

**Directions** Choose the words with the sound /s/ as in person and pencil. Write the word on the line.

\_\_\_\_\_ 9. acid is picture

\_\_\_\_\_ 10. become catch inside

\_\_\_\_\_ 11. coat dance was

\_\_\_\_\_ 12. account bacon once



**Home Activity** Your child wrote words with the /j/ sound in *jar*, *large*, and *edge*, the /s/ sound in *person* and *pencil*, and the /k/ sound in *mark*, *cost*, *pick*, and *chorus*. Encourage your child to identify other words with the /j/, /s/, or /k/ sounds. Together, make a list of these words and use them in sentences.

# Spellings of /j/, /s/, /k/

Spelling Words				
clock	large	page	mark	kitten
judge	crack	edge	pocket	brake
change	ridge	jacket	badge	orange

**Context Clues** Write the missing list word. It rhymes with the underlined word.

1. The \_\_\_\_\_ wouldn't budge on the sentence. 1. \_\_\_\_\_
2. Don't go too near the \_\_\_\_\_ of the rock ledge. 2. \_\_\_\_\_
3. A park ranger may scratch tree bark to \_\_\_\_\_ a path. 3. \_\_\_\_\_
4. I placed the \_\_\_\_\_ on the rock. 4. \_\_\_\_\_
5. We used the bridge to cross the \_\_\_\_\_. 5. \_\_\_\_\_
6. It's strange that he carries so much \_\_\_\_\_. 6. \_\_\_\_\_
7. When you are ready, take your foot off the \_\_\_\_\_. 7. \_\_\_\_\_
8. This \_\_\_\_\_ tells how to build a cage. 8. \_\_\_\_\_
9. The \_\_\_\_\_ likes to play with my mitten. 9. \_\_\_\_\_
10. The old coat rack is starting to \_\_\_\_\_. 10. \_\_\_\_\_
11. I put my tennis racket under my \_\_\_\_\_ to keep it dry. 11. \_\_\_\_\_

**Missing Words** Write list words to complete the description.

The firefighter is wearing a bright (12) \_\_\_\_\_ jacket and a (13) \_\_\_\_\_ hat. He has a (14) \_\_\_\_\_ on his (15) \_\_\_\_\_.



**Home Activity** Your child spelled words with the consonant sounds /j/ and /k/. Ask your child to identify the letter combinations *ge*, *dge*, *ck*, and *k* in the list words.

# Spellings of /j/, /s/, /k/

**Proofread a Supply List** Jon and Ted are organizing an overnight camping trip for the scouts. Circle four spelling mistakes. Write the words correctly. Write the item with the incorrect verb correctly.

Bring these things:

- jackit
- raincoat or larg plastic bag
- pocket compass if you has one
- a chang of clothing
- signed permission page

Jon and I will bring are tents.

**Spelling Words**

clock  
large  
page  
mark  
kitten  
judge  
crack  
edge

pocket  
brake  
change  
ridge  
jacket  
badge  
orange

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_

**Frequently Misspelled Words**

our  
I  
I'm  
until

**Proofread Words** Circle the word that is spelled correctly. Write it.

- |     |        |         |  |
|-----|--------|---------|--|
| 6.  | citten | kitten  |  |
| 7.  | badg   | badge   |  |
| 8.  | orange | orandge |  |
| 9.  | rigde  | ridge   |  |
| 10. | brake  | bracke  |  |
| 11. | poket  | pocket  |  |
| 12. | edge   | edje    |  |

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**Home Activity** Your child spelled words with *ge*, *dge*, *ck*, and *k*. Give clues about a list word. Have your child guess and spell the word.

Name \_\_\_\_\_

## Spellings of /j/, /k/, /s/

**Directions** Read the words in the box: Write the words that have the /j/ sound as in **jar**, **large**, and **edge** on the lines below. Then underline the letters that spell the sound.

fudge	damage	going	village	dragon
badge	disgust	gather	giraffe	judge

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**Directions** Circle the words in the box that have the /k/ sound as in **coat**, **park**, **stuck**, and **school**. Write the words on the line and underline the letters that spell the sound.

lock	kitten	stomach	peaceful
merchant	dance	count	center

7. \_\_\_\_\_ 9. \_\_\_\_\_  
 8. \_\_\_\_\_ 10. \_\_\_\_\_

**Directions** Read the sentences. Underline the words with the sound /s/ as in **sit**, **person**, and **pencil**. Write the words on the lines and underline the letters that spell the sound.

11. Cindy has not seen Dorrie since third grade.  
 \_\_\_\_\_
12. I suggested that they both dance and sing in the play.  
 \_\_\_\_\_
13. Kate likes to wear silver bracelets.  
 \_\_\_\_\_
14. Susan decided to read a book about fossils.  
 \_\_\_\_\_

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**Home Activity** Your child wrote words with the /j/ sound in *jar*, *large*, and *edge*, the /s/ sound in *person* and *pencil*, and the /k/ sound in *mark*, *cost*, *pick*, and *chorus*. Work with your child to make a list of other words with the /j/, /k/, and /s/ sounds. Have your child write sentences for some of the words.