sson 6: Th	ie \k\ Soun	ıd with <i>c, ci</i>	k, ch, or qu	
technique	chorus dramatic	frantic career	architect reckless	focus bouquet
character	Grainauc			
v Concept		ck ch or au Try to	visualize these words	s as you learn to spell the
ey Concept \k\ sound can b	e spelled with a c, connect	ck, ch, or qu. Try to	visualize these words	s as you learn to spell the
ey Concept \k\ sound can b \cdot \cd	e spelled with a c, c onnect ackage nchor	ck, ch, or qu. Try to	visualize these words	s as you learn to spell the
ey Concept  \k\ sound can b  \cdot \	e spelled with a c, connect enchage nchor oquet			as you learn to spell the

	2		 	
	3	···	 	
	4		 	
•	5		 A-40-	
,	6		 	
:	7		 	
	8			
	9			
	10			

## Spelling in Context

Choose the word from the Word Bank that best completes each sentence. Write the word on the line.

١.	Our school's	_ sings	for	all	holiday	Ы	rograms.	

2.	We are a little	when we	haven't h	ad enough	time to re	ehearse.
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Nan	ne			Date	Cla	ass
C	ESSON 6 co	ntinued				
3.	The director says, "	Relax and		on the audi	ence."	
4.	She is encouraging	me to pursue	a	in mu	ısic.	
5.	To show our appre	ciation, we pre	sented her with	a	of roses.	
Pr	oofreading P	ractice				
	you read the para lling for each circ				lled words. Then v	vrite the correct
	sketches. He of achieve a dram	ten uses a spe atick effect. M	cial technicue, c r. Pei used his d	ombining shapes s	alous drawings, not such as cubes and c creating the John F. er.	ylinders to
1.		AND MARKET MARKE	3		5	
2.		***************************************	4.			
Sp	elling Applic	ation				
bes	t fits each meani	ng. After you	have filled in	e \k\ sound. Fill i the blanks, note t e: "I am	in the blanks with that the letters in t	the word that he squares form
	attic c	chemist	clique	custard	educate	necklace
1.	teach					
2.	pendant					
3.	top floor of some	houses	,	]		
4.	close group of frie	ends				
5.	pudding					
6.	one kind of scient	ist				