

ReadingHorizons
ELEVATE®

Student Packet

Phonetic Skill 5

Adding Suffixes to Phonetic Skill 5

Name: _____

Welcome to the *Reading Horizons Elevate*® Weekly Student Packet!

Each packet contains the following items:

- Practice pages for each skill lesson from the *Reading Horizons Elevate*® Student Book
- Transfer Cards
- Passages with comprehension questions from the *Reading Horizons Elevate*® Reading Library

Some packets will also include practice pages for Most Common Words lessons.

Student Book Practice Pages

Each practice page begins with a brief review of the associated skill or list of Most Common Words. Students may need the support of a fluent reader to read the skill review and the instructions for each activity.

Most Common Words are words that appear so frequently in writing that students need to know them by sight. Until these words become a regular part of the student's vocabulary, the student may require more support from a fluent reader while completing these practice pages.

Transfer Cards

Transfer Cards were designed to be fully decodable, meaning that the student should have learned all the necessary skills to read these independently. These cards provide valuable practice using the skills taught in the program.

Reading Library Passages and Comprehension Questions

Reading Library passages are designed to give students practice reading a variety of nonfiction texts. Each packet will include at least two passages of varying difficulty. Students will benefit from additional support from a fluent reader while working through these passages.

Happy Reading!

The Reading Horizons Team

For more information, contact your instructor at _____.

Phonetic Skill 5 and Adjacent Vowels

Skills Review

- When vowels stand next to each other, they are adjacent.
- When vowels are adjacent, the second vowel is silent, and the first vowel sound is long.
- These are the adjacent vowels: *ai ay ea ee oa oe ui ue ie*

DECODING

To prove the vowel sound in a Phonetic Skill 5 word:

1. Move *under* the word, left to right. Place an x under each vowel.
2. Continue moving to the right until you reach the end of the word, and then move up and left to the vowel. Mark the vowel silent by drawing a line straight down through the vowel and the x underneath.
3. Move left to the next vowel, and mark it long.

see wait

A. Circle the Phonetic Skill 5 words.

vote feel true like paint street
 keep line least road read hope

B. Prove these words.

need heat rain say pie
 blue boat toe lie fruit

C. Write the Phonetic Skill 5 words from Activity B under the correct vowel sound. The first one is done.

ā	ē	ō	ū	ī
	need			

READING

Read the menu.
 Notice the Phonetic
 Skill 5 words.

Sue & Joe's Cafe Open All Day!

fried eggs and ham whole grain toast	milk tea
meat loaf pot roast roast beef ham	fruit pie with sweet cream
green beans peas	

Phonetic Skill 5 and Adjacent Vowels

APPLICATION ACTIVITIES

A. Write the word from the box next to the word it rhymes with.

Example: cream stream

toast	train	pea	green	beat	leaf
-------	-------	-----	-------	------	------

1. roast _____

4. bean _____

2. tea _____

5. sweet _____

3. beef _____

6. grain _____

B. Change the adjacent vowels to make a new word.

Example: say: ay → ee see

1. **due:** ue → ay = _____

4. **lead:** ea → oa = _____

2. **mail:** ai → ea = _____

5. **toe:** oe → ea = _____

3. **seat:** ea → ui = _____

6. **soak:** oa → ee = _____

D. Choose your favorite meal from the menu on the previous page. Write what menu items you would choose in complete sentences on the lines below. Try to use commas in your sentences.

Lesson 51: Phonetic Skill 5 and Adjacent Vowels

grain boat trail sea
wheat quail croak read
tail queen leave green
street coax snail paint

Did you see the quail on the trail?
She will paint the boat green.

stain meal sprain float
juice tea leaf Joan
brain bleach glue sail
pie seed squeal stream

The leaf will float down the stream.
Would you like juice or tea with your pie?

Lesson 51: Phonetic Skill 5 and Adjacent Vowels

Lesson 51: Phonetic Skill 5 and Adjacent Vowels

boat leaf read train
suit steam tie toe
east brain cream see
mail neat weak oath

If you read a lot, you will not have a weak brain.
You look neat in a suit and tie.

Lesson 51: Phonetic Skill 5 and Adjacent Vowels

peach fruit pie street
oak blue Greece eel
cruise leave due boat
gloat wail eat loaf

She will leave on a cruise to Greece.
I will eat fruit pies, like peach.

Lesson 51: Phonetic Skill 5 and Adjacent Vowels

squeal float green sea
soap leak load beach
fruit drain treat free
pie street rain blue

The soap fell down the drain.

The sea is blue and green at the beach.

train road wheel doe
goat tree sheep tie
leave suit lie stain
chain juice cream bleach

If you get grape juice on your tie we'll have to bleach it.

The tree is next to the road.

Lesson 51: Phonetic Skill 5 and Adjacent Vowels

bait eat tweet roast
coat blue beef brain
please wheel true each
steel pie team suit

He has a blue boat with a green wheel.

We would each like to eat roast beef and a slice of pie.

Lesson 51: Phonetic Skill 5 and Adjacent Vowels

faint sheep bee feet
fruit lie heal roam
glue way queen cruise
yeast trail soak pain

I would like to soak my feet after my walk on the trail.

Do you feel like you might faint?

Coral Reefs

A coral is an animal. But it is not an animal that you can play with, like a pet. In fact, some people think it looks like an unusual plant. It has a shell. This makes it look like a rock. It has arms that look like branches. Corals use these arms to catch and eat their food.

At first, corals are quite small. Many corals grow less than an inch (2.5 centimeters) each year. Like plants, corals need the sun to grow. If a coral is close to the sun, it will grow faster. So most corals grow best in water that is not deep.

In the sea, corals stick to other corals. When many corals do this, it is called a reef. Some coral reefs are very large. They have a million or more corals. The Great Barrier Reef is one of these reefs. The Great Barrier Reef is near the coast of Australia. It is in the Pacific Ocean. This reef is over 150 miles (240 kilometers) wide at some points and around 1,500 miles (2,400 kilometers) long. The Great Barrier Reef includes thousands of smaller reefs.

Sea life needs coral reefs. People need them, too. Reefs are important in many ways. They protect fish and give them a home. One in every four fish on Earth lives in a coral reef. Up to 40 million people each year eat fish that are caught in reefs. Reefs also slow down waves and currents that move quickly through the ocean. They make a barrier between the sea and the shore. They protect the coastlines of more than 100 countries.

Today, coral reefs are dying. About 10 percent of them have been destroyed. More than 50 percent of those left are still in danger. Pollution is a big **threat**, or danger. Higher ocean temperatures harm them, too. Healthy coral reefs mean healthy oceans.



animals, ocean, nature

*Lexile®: 510L
Word Count: 314*

Time: _____

Coral Reefs

Comprehension Questions

Circle the best answer.

1. This passage is mainly about
 - a. a sea plant.
 - b. a sea animal.
 - c. a seafood dish.

2. A reef is created when
 - a. a large coral eats many small ones.
 - b. many different coral stick together.
 - c. a small coral grows many long arms.

3. Reefs grow faster when they are
 - a. close to the sun.
 - b. covered by sand.
 - c. deep in the water.

4. One way that coral reefs help the environment is that they
 - a. stop air pollution.
 - b. kill poisonous fish.
 - c. protect the coasts.

5. A *threat* (paragraph 5) is something that
 - a. is dangerous.
 - b. grows slowly.
 - c. lives in the ocean.

Dreams

Our bodies need to rest at night, and we get that rest through sleep. While we sleep, our brains do not shut down in the same way that we would turn off a computer or a light. In fact, our brains are actually much more active when we are asleep than when we are awake, and one of the reasons for this is dreams.

A dream is a series of thoughts, ideas, images, or feelings that occur in the mind during sleep. When we dream, our brains randomly put together thoughts or images from electrical pulses sent from the brain stem. Then, part of our brains tries to make sense of these images, much in the same way we would attempt to analyze an optical illusion or an abstract painting.

Every day, the average adult needs about eight hours of sleep, while the average child needs nine or more hours. While asleep, a person experiences a stage of sleep called rapid eye movement (REM). During REM, a person can experience many dreams. Most adults spend about two hours a day in REM sleep, so the average 70-year-old person has spent a total of approximately six years of life dreaming!

So, why do we dream, and what do dreams mean? The answers to these questions have been debated for many years, and they remain among the great mysteries of life. Dreams mean different things to different people. Some people view dreams as complete nonsense, or without any purpose at all. Other people view dreams as the product of a brain that “twitches” during sleep, their dreams being a mixture of fears, hopes, and memories. Still other people view dreams as either important warnings about the future or as answers to problems that have been troubling them for a while.

Not everyone can remember what they dream about at night. Some people forget what their dreams were within minutes of waking up. In fact, people forget about 90 percent of their dreams in the first minute alone. However, other people can remember specific details from dreams for many days after their dreams. Some people like to keep a dream journal, in which they record both good and bad dreams. This helps them to understand the ways in which their minds work at night.

Recurring dreams are dreams that appear again and again. For example, some actors may dream repeatedly of being on a stage and forgetting their lines. Others may have recurring dreams about flying, falling, being unable to speak, losing their teeth, or being **pursued** (chased). Another recurring theme in some people’s dreams is arriving late for an important life event, such as a test at school.

Continued on the next page.



health

*Lexile®: 1030L
Word Count: 756*

Time: _____

Dreams (continued)

A very scary dream, or one that causes an anxious or nervous feeling, is called a *nightmare*. Stressful things that happen during the day can cause nightmares, as can watching a frightening movie. Some types of medicines may even have the side effect of causing nightmares in some people. However, nightmares are normal for children and adults alike. People who experience nightmares are not weak or childish because most everyone has a nightmare occasionally. When people have nightmares, they may find it helpful to talk to a family member or trusted friend about those bad dreams. Some people may display a Native American symbol called a *dreamcatcher* near their beds. They believe that a dreamcatcher can protect them against nightmares. Other people might take a sleeping pill prescribed by a doctor to prevent them from waking up during nightmares.

The term *dream* can have many meanings beyond the action we experience when sleeping. As we have seen, *dream* can be both a noun and a verb: we can dream, and we can have dreams. But another meaning for dream is “hope” or “wish.” So, in this sense, people can also dream when they are awake, an action that we often refer to as *daydreaming*. Though not the same as dreams during sleep, daydreams also keep the brain very active. When daydreaming, people often focus on something different from what they are currently doing, such as imagining about a vacation or hobby while they are at school or work. Daydreaming might also occur while people are relaxing. Possibly, they are staring up at the ceiling or looking out of the window and thinking about what they would do if they had more free time.

What will you dream about next? Only your brain knows the answer. As you contemplate your dreams, you see how creative and powerful your mind really is.

Dreams

Comprehension Questions

Circle the best answer.

1. The main idea of this passage is that
 - a. most people do not receive enough sleep at night.
 - b. dream journals can help people remember their dreams.
 - c. there is much that we still do not understand about dreams.
 - d. nightmares are bad dreams that can interfere with healthy sleep.
2. The best alternative title for this passage is
 - a. What Our Brains Do When We Are Sleeping.
 - b. Why Comfortable Beds Lead to Better Sleep.
 - c. Problems That Result from Poor Sleep Habits.
 - d. Using Dreams to Better Understand Ourselves.
3. The recommended number of hours of sleep for an adult is
 - a. 7.
 - b. 8.
 - c. 9.
 - d. 10.
4. A recurring dream is one that
 - a. occurs many times.
 - b. is quickly forgotten.
 - c. occurs when a person is awake.
 - d. is about a person's family or friends.
5. A Native American dreamcatcher is used to
 - a. protect people from nightmares.
 - b. improve memory when sleeping.
 - c. eliminate dreams during the night.
 - d. encourage thoughtful daydreaming.
6. The author mentions a computer (paragraph 1) to explain
 - a. what the brain does at night.
 - b. how scientists study dreams.
 - c. where bad dreams come from.
 - d. why some people sleep too much.
7. In the conclusion, the author
 - a. invites readers to think about their dreams.
 - b. warns readers against too much daydreaming.
 - c. tells readers to share their dreams with their friends.
 - d. offers a personal experience with dream interpretation.
8. The passage suggests that if a person does not experience REM sleep, that person
 - a. is probably a child.
 - b. is probably an adult.
 - c. will not have any dreams.
 - d. will have many nightmares.
9. We can infer that daydreams are often the result of
 - a. a sleeping pill.
 - b. too much sleep.
 - c. chemicals in the air.
 - d. a person's imagination.
10. If someone is *pursued* (paragraph 6) that person is being
 - a. invited somewhere.
 - b. taught by someone.
 - c. helped in some way.
 - d. followed by something.

Adding Suffixes to Phonetic Skill 5

Skills Review

- To add the suffixes *-ing*, *-ed*, *-er*, and *-est* to Phonetic Skill 5 words, just add the suffix.

DECODING

To prove words with suffixes:

1. Prove the base word.
2. Rewrite the word with the suffix.
3. Underline the suffix.

need needed wait waiting

A. Underline the suffix in each word.

keeping seated painted sweeter

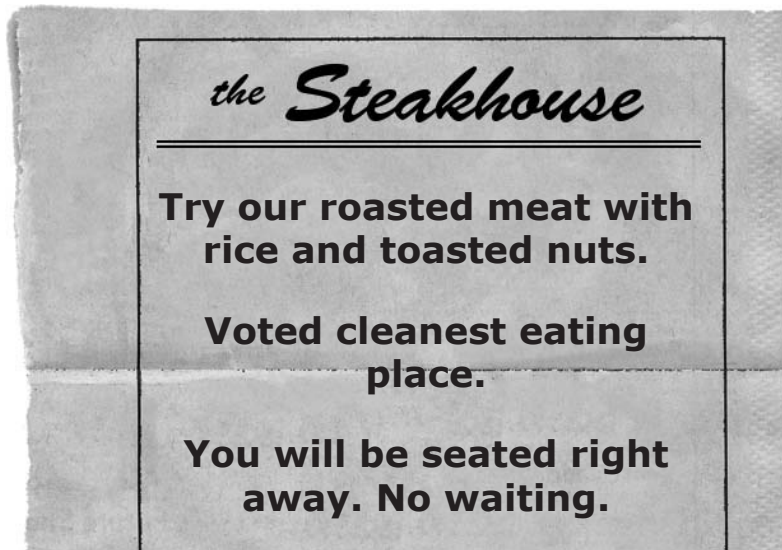
B. Prove the base word. Rewrite the word with the suffix. Then underline the suffix.

Example: wait (-ed) waited

1. clean (-er) _____
2. deep (-est) _____
3. roast (-ed) _____
4. rain (-ing) _____
5. claim (-ed) _____
6. heat (-ing) _____

READING

Read this restaurant ad. Notice the Phonetic Skill 5 words that have suffixes.



Adding Suffixes to Phonetic Skill 5

APPLICATION ACTIVITIES

A. Complete the restaurant ad with the correct words from the box.

seated	roasted	cleanest	toasted	waiting
--------	---------	----------	---------	---------

Try our _____^{a.} meat with rice and _____^{b.} nuts.

Voted _____^{c.} eating place.

You will be _____^{d.} right away. No _____^{e.}!

B. Choose the correct word to complete each sentence.

1. It's 10:00 a.m. and Jim is still _____! Should I go wake him up? (sleeper/sleeping)
2. I've _____ all day, and now I think I'll rest. (painted/painting)
3. I _____ my friend's letter when I went to the post office. (mailed/mailing)
4. I _____ my white shirt when I spilled grape juice on it. (stained/staining)
5. I got a ticket for _____. I didn't know the speed limit was only 25 miles per hour. (speeder/speeding)

C. Read each ad. Write the base word of the underlined word.

Example: No waiting! wait

1. Seeking a job? Call 555-1111. _____
2. Want greener grass? Call the Grass Hoppers! _____
3. Street sweeping daily at 5:00 a.m. _____
4. Need a home loan? Loaning to first-time home buyers. _____
5. Get a job worth boasting about! Call today! _____

Lesson 52: Adding Suffixes to Phonetic Skill 5

Phonetic Skill 5 (add -ed, -ing)
+treat +coax +clean +sprain
+groan +coach +train +roam

Phonetic Skill 5 (add -er)
+green +plain +weak +true

She sprained her weaker hand.

Published by Reading Horizons
ISBN 978-1-62382-166-1

Copyright © September 2017
Reading Horizons Elevate®

Lesson 52: Adding Suffixes to Phonetic Skill 5

Phonetic Skill 5 (add -ed, -ing)
+drain +wheel +sneeze +rain
+moan +please +wait +float

Phonetic Skill 5 (add -er)
+plain +blue +green +sweet

I was pleased that it was not raining.

Published by Reading Horizons
ISBN 978-1-62382-166-1

Copyright © September 2017
Reading Horizons Elevate®

Lesson 52: Adding Suffixes to Phonetic Skill 5

Phonetic Skill 5 (add -ed, -ing)
+streak +wait +loan +rain
+paint +treat +wail +soak

Phonetic Skill 5 (add -est)
+sweet +blue +clean +cheap

He treated me to the sweetest cake.

Published by Reading Horizons
ISBN 978-1-62382-166-1

Copyright © September 2017
Reading Horizons Elevate®

Lesson 52: Adding Suffixes to Phonetic Skill 5

Phonetic Skill 5 (add -ed, -ing)
+treat +coax +clean +sprain
+heal +claim +weed +squeeze

Phonetic Skill 5 (add -er)
+lean +mean +teach +plain

The teacher claimed that he could help us.

Published by Reading Horizons
ISBN 978-1-62382-166-1

Copyright © September 2017
Reading Horizons Elevate®

Lesson 52: Adding Suffixes to Phonetic Skill 5

Phonetic Skill 5 (add -ed, -ing)
+boast +mail +coat +dream
+roast +clean +roam +sail

Phonetic Skill 5 (add -er, -est)
+clean +green +plain +cheap

He dreamed of having the cleanest home.

Published by Reading Horizons
ISBN 978-1-62382-166-1

Copyright © September 2017
Reading Horizons Elevate®

Lesson 52: Adding Suffixes to Phonetic Skill 5

Phonetic Skill 5 (add -ed, -ing)
+coat +squeal +sail +screech
+scream +lean +rain +groan

Phonetic Skill 5 (add -est)
+weak +plain +green +sweet

We sailed on the greenest lake.

Published by Reading Horizons
ISBN 978-1-62382-166-1

Copyright © September 2017
Reading Horizons Elevate®

Lesson 52: Adding Suffixes to Phonetic Skill 5

Phonetic Skill 5 (add -ed, -ing)
+float +wait +stream +breathe
+heal +treat +mail +roast

Phonetic Skill 5 (add -er, -est)
+sweet +clean +green +blue

He waited in line for a stamp, and then he mailed the note.

Published by Reading Horizons
ISBN 978-1-62382-166-1

Copyright © September 2017
Reading Horizons Elevate®

Lesson 52: Adding Suffixes to Phonetic Skill 5

Phonetic Skill 5 (add -ed, -ing)
+soak +weed +wait +lean
+faint +groan +claim +coat

Phonetic Skill 5 (add -est)
+true +mean +sweet +weak

He was the weakest but the sweetest of the pups.

Published by Reading Horizons
ISBN 978-1-62382-166-1

Copyright © September 2017
Reading Horizons Elevate®



Diet

We can do many things to stay healthy. We can exercise. We can take a bath. We can brush our teeth each day. We can get enough sleep. If we do these kinds of things, we can live longer. We can be happier. And we may get sick less often.

Another part of being healthy is diet. Diet means what we eat and drink.

Our bodies need **nutrients**. These are chemicals that help our bodies grow. They give us energy. They keep us healthy. Nutrients come from food. A healthy diet has many nutrients.

A healthy diet has three parts. The first is variety. Variety means eating many different foods. Different foods give us many different nutrients.

The second is balance. Balance means the right amount from each food group. We should eat many fruits and vegetables. We should eat less sugar, fat, and meat.

The third is moderation. Moderation means not eating too much. A person should not eat more food than the body needs. Eating too much can make a person's body sick.

If we follow these suggestions, we will have a healthy diet.



health, food

Lexile®: 430L
Word Count: 183

Time: _____

Diet

Comprehension Questions

Circle the best answer.

1. This passage is mostly about
 - a. eating healthy food.
 - b. exercising each day.
 - c. sleeping well at night.

2. An example of variety is eating
 - a. with your family.
 - b. only once each day.
 - c. many different foods.

3. An example of balance is getting
 - a. the right kinds of food.
 - b. up early in the morning.
 - c. exercise in different ways.

4. An example of moderation is
 - a. not eating too much.
 - b. not buying vegetables.
 - c. not being rude to people

5. *Nutrients* (paragraph 3) are
 - a. activities that people do for exercise.
 - b. parts of food that help our bodies grow.
 - c. people who like to try new kinds of food.

Angkor

In the jungle of northwestern Cambodia lies one of Asia's most famous archaeological sites. Covering more than 154 square miles (400 square kilometers), it is called Angkor Archaeological Park. The word *Angkor* means "city" in the Khmer language. The park contains the ruins of more than 100 stone temples. These were built sometime between 802 and 1220 A.D. The site also contains the ruins of several other wood structures including palaces, houses, and public buildings.

Between the 9th and 16th centuries, the Khmer Empire ruled most of Indochina. Its borders stretched as far north as China and as far south as Vietnam. For more than 500 years, Angkor was the capital of this empire. The Thai army attacked the city in 1431, and, in the following year, the city was abandoned. For hundreds of years, it was forgotten. Then in 1858, French explorer Henri Mouhot found what he called the "lost city of Asia." This brought Angkor back to the attention of the world. Restoration of the city began in 1908, and this project has continued to the present day.

Some historians believe the founders of the Khmer Empire chose the site of Angkor because of its strategic position and healthy soil. Others, however, claim that it was chosen for purposes of examining the stars and marking the progression of Earth's seasons. Computer research has shown, in fact, that the placement of the principal temples aligned with the position of the **Draco constellation**, a group of stars in the shape of a dragon.

One of the notable temples at Angkor is Ta Prohm. Unlike the other temples, Ta Prohm has been largely left the way it was found. The courtyards, roofs, and walls have been repaired to prevent any further rot. The inner sanctuary, or holy place, has been cleared of bushes, grass, and weeds. But the temple itself is covered in trees. Some of these trees have grown undisturbed for hundreds of years. Their roots stick out from the cracks in the stones.

The most famous of the ruins at Angkor is the temple of Angkor Wat which means "Temple City" in the Khmer language. In the 12th century, Angkor Wat was built as a Hindu temple. In the 13th century, Cambodia converted from Hinduism to Buddhism. The temple was then used by Buddhists. As a result, several statues of Buddha can be found at the site today. Still, many of the remaining relics and art at the site represent stories from Hinduism. Angkor Wat is the largest religious monument, or holy site, in the world.

The temple of Angkor Wat is protected by a surrounding moat (a long, deep hole filled with water) and a massive wall that is 15 feet (4.6 meters) tall. The main tower of Angkor Wat stands at 213 feet (64.9 meters) in height. Inside is a complex that covers over 200 acres (809,370 square meters).

Angkor Archaeological Park is 6.5 miles (10.5 kilometers) from the city of Siem Reap. This city has become a major tourist attraction. The site is about 200 miles (322 kilometers) from Phnom Penh, the capital city of Cambodia. In fact, the temple of Angkor Wat is represented on Cambodia's flag. About two million visitors come to the site each year.



*history, Asia, culture,
landmarks*

*Lexile®: 980L
Word Count: 542*

Time: _____

Angkor

Comprehension Questions

Circle the best answer.

- This passage is mainly about
 - a historical site.
 - an ancient leader.
 - an important book.
 - a tourism company.
- Angkor was originally built by
 - Chinese scientists.
 - Cambodian citizens.
 - the Khmer Empire.
 - the French government.
- Today, Ta Prohm is different from the other temples because
 - it is the only Buddhist one.
 - it faces a different direction.
 - it is used for studying the stars.
 - it has been left in a natural state.
- The number of tourists who usually visit Angkor each year is about
 - two thousand.
 - two hundred thousand.
 - two million.
 - two hundred million.
- We can infer that in the year 1900
 - about 300 people lived in Angkor.
 - very few people knew about Angkor.
 - Angkor had only been partially restored.
 - the Thai army controlled most of Angkor.
- The author mentions the Thai army (paragraph 2) to
 - explain where Angkor was built.
 - tell why Angkor was abandoned.
 - show how Angkor was rediscovered.
 - describe how Angkor was constructed.
- A *constellation* (paragraph 3) means a group of
 - stars.
 - towers.
 - statues.
 - temples.

