



Student Packet

Practicing Multisyllabic Words

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 _____.

Practicing Multisyllabic Words

Skills Review

This lesson reviews:

- Multisyllabic words with *y* (*Friday*; *happy*; *army*; *python*)
- *Y* and bridges (*cyclone*; *icy*)
- Adjacent vowels (*contain*; *appeal*; *approach*)
- Silent *e* (*complete*; *female*; *athlete*; *conclude*)
- Digraphs, Murmur Diphthongs, and Special Vowel Sounds (*arthritis*; *understand*; *employment*)
- Nonsense words (**rizzonite*; **croistanter*)

DECODING

Divide multisyllabic words according to the skills you have learned.

A. Prove these words.

Y in Multisyllabic Words

army Friday happy typhoon

Bridges with Y in Multisyllabic Words

mercy cymbal gypsum icy

Adjacent Vowels in Multisyllabic Words

appeal contain indeed retain

Silent E in Multisyllabic Words

athlete invite decline hibernate

Digraphs, Special Vowel Sounds, Blends, Murmur Diphthongs, and Bridges

description boomerang

excite arthritis

Nonsense Words

*brouclenter *sibtation

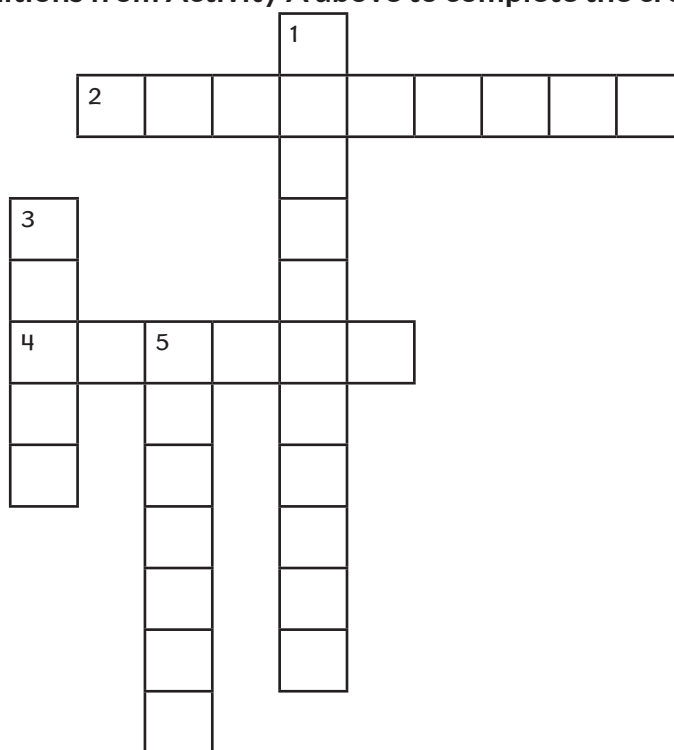
Practicing Multisyllabic Words

APPLICATION ACTIVITIES

A. Match the word with the correct definition.

| | |
|-------------|---|
| typhoon | kindness or forgiveness shown to someone |
| hibernate | to keep |
| mercy | an explanation or details about something |
| description | a very strong tropical storm |
| retain | when animals sleep for an extended period of time (usually in winter) |

B. Use the words and definitions from Activity A above to complete the crossword puzzle.



Across

2. when animals sleep for an extended period of time (usually in winter)
4. to keep

Down

1. an explanation or details about something
3. kindness or forgiveness shown to someone
5. a very strong tropical storm

Lesson 88: Practicing Multisyllabic Words

Milwaukee factory massive
hurry appear encounter
condition repair explain

My sister wants to purchase an old home in Milwaukee. It is near my home, so I hurried to check out the condition of the place. It appears that it will cost a lot of money to repair it.

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Lesson 88: Practicing Multisyllabic Words

explain principal location
student potential injury
emergency description important

Yesterday, my teacher explained to the class what to do in an emergency. We should contact the principal and give a description and location of the event. It is also important to report any injuries.

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Lesson 88: Practicing Multisyllabic Words

united October incredible
different happy offer
vacation splendid numerous

I took a vacation across the United States last October to see what each state had to offer. I had a splendid time everywhere I went, and I saw numerous incredible things.

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Lesson 88: Practicing Multisyllabic Words

cancel cancellation Orlando
Florida appointment because
reluctant orthodontist available

I need to call my orthodontist to cancel my appointment. I wanted to get the crown on my tooth fixed next Thursday, but we are leaving for Orlando, Florida that day. I'm sure I can arrange it for another day.

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Lesson 88: Practicing Multisyllabic Words

available ceremony student
organize important family
graduation occasion teacher

Are you available to help organize the graduation ceremony? It is an important occasion for students, their families, and their teachers. We are grateful for the help of a professional event planner.

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Lesson 88: Practicing Multisyllabic Words

incident passenger election
involve discussion argument
Detroit regard photograph

The passengers on the train going from Detroit to Toronto were involved in a discussion regarding the coming election. Since they could agree on nothing, they decided to change the subject.

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Lesson 88: Practicing Multisyllabic Words

permission professor campus
record department music
equipment enter impartial

See if you can get permission to use the recording equipment. You'll need to speak with the professor in the music department. I know that he is quite busy, so be sure to knock on his door before entering.

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Lesson 88: Practicing Multisyllabic Words

emotion certainly produce
reflect amaze enormous
mountain wonderful ponder

Have you ever taken the time to walk in the mountains and ponder their magnificence? If you go early in the morning, you'll see wonderful colors that shine through the leaves of the trees.

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culture, Europe, myths

Lexile®: 530L

Word Count: 317

Time: _____

Leprechauns

Leprechauns come from Ireland. They are part of Irish folklore, or myths. They are fairy tale creatures. Most fairies are gentle and pretty, but not leprechauns! They are filled with **mischief**, which means they love to play tricks.

Leprechauns are tiny creatures about two feet (0.61 meters) tall. They are cobblers, which means that they make shoes. They are also rich. People say that you can find a leprechaun's pot of gold at the end of a rainbow.

The word *leprechaun* probably comes from an old Irish term meaning "small body." Leprechauns dress all in green. They have pointy ears. They wear a top hat with a buckle on it. They carry a stick to scare off people who might steal their gold. They love to dance Irish jigs.

People think that it is good luck to find a leprechaun. If you catch one, he will give you three wishes. If you see one, stare at him. He cannot escape if you lock eyes with him. You can then force him to tell you where he keeps his gold. Remember, leprechauns can be tricky. So you must be careful! Leprechauns play tricks to keep their treasure safe.

One tale tells of a man who captured a leprechaun. The man asked the leprechaun for his pot of gold. The leprechaun pointed to a tree. The man tied a red ribbon around this tree. Quickly, the man went home to find a shovel. He came back to dig up the gold. When he returned, he was surprised. Now all of the trees in the forest had red ribbons tied around them! The leprechaun had tricked the man. The leprechaun's pot of gold was safe.

Some people say they have seen leprechauns. Other people believe that they are not real. What do you think? When a rainbow appears after the next storm, you could look for the treasure yourself!

Leprechauns

Comprehension Questions

Circle the best answer.

1. This passage is mainly about
 - a. gold coins.
 - b. green clothes.
 - c. fairy tale creatures.
2. Leprechauns are
 - a. big and scary.
 - b. tricky and tiny.
 - c. soft and gentle.
3. The word *leprechaun* probably means
 - a. green hat.
 - b. small body.
 - c. pointy ears.
4. A leprechaun cannot escape if
 - a. a red ribbon is tied to his hat.
 - b. there are no rainbows in the sky.
 - c. a person keeps looking in his eyes.
5. *Mischief* (paragraph 1) means
 - a. hidden gold.
 - b. funny dances.
 - c. making trouble.

William Wilberforce

The cruel and inhumane practice of slavery, in which people are bought and sold as property and are forced to work against their will, is, unfortunately, almost as old as the Earth itself. The history of slavery, according to some historians, goes as far back as the year 8000 BC, predating even the existence of written records. Though this practice gained wide acceptance for thousands of years, opinions began to change in the 18th century. That was when many abolitionists, meaning opponents, began to speak out against slavery and to demand that it be stopped. One of the most notable and most important of these voices belonged to a British politician named William Wilberforce.

The only son of Robert and Elizabeth Wilberforce, William Wilberforce was born into a very wealthy family in the town of Hull, England, on August 24, 1759. When Wilberforce was nine years old, his father passed away. Elizabeth Wilberforce then sent her son to London to be educated by his uncle and aunt. While he was in London, Wilberforce met John Newton, a former slave trader who had **renounced** the practice and was a fervent abolitionist. Perhaps most famous for writing “Amazing Grace” and other Christian hymns, Newton was a minister in the Anglican Church. Wilberforce and Newton became lifelong friends, and Newton encouraged Wilberforce to use his influence for the good of humankind.

In 1776, Wilberforce began studies at Cambridge University, where his peers came to know him as a charismatic speaker and a natural leader. In 1780, when he was just 21 years old—the youngest age at which one can be elected to the office—he was voted into Parliament. Not long after this, Wilberforce converted to Christianity. As a result of religious convictions and his interactions with Newton and others, Wilberforce chose to champion the cause of abolishing the slave trade.

The abolitionist movement was not very popular with the British people at the time, however, and Wilberforce faced persecution for his conviction. He was savagely beaten in the street by an angry sea captain who opposed the work of abolitionists. Wilberforce also received multiple death threats from those who wished to scare him into giving up the cause. Admiral Horatio Nelson, who would later become famous for his service to Great Britain during the Napoleonic Wars, publicly denounced Wilberforce and called him a hypocrite. The term *hypocrite* is used to describe a person who claims one set of values but acts in contrast to them. Perhaps Nelson, knowing that Wilberforce had previously led a life of luxury which involved the use of products and comforts that had been produced as a result of slave labor, felt that Wilberforce had no right to end slavery when many people, including Nelson, felt it would upset the stability of the British Empire.

Nevertheless, Wilberforce continued to fight for his beliefs, supporting a proposed law to the House of Commons in 1793 that advocated a gradual emancipation of all slaves within the country. It failed to pass by just eight votes, and a similar bill, which banned British ships from carrying slaves to foreign lands, failed to pass by only two votes.



*history, biography, Europe,
leaders, government*

*Lexile®: 1320L
Word Count: 940*

Time: _____

William Wilberforce

(continued)

Wilberforce reintroduced his abolition bill each year throughout the remainder of the 1790s, and each year it failed to pass. Though he found that he was practically the only member of Parliament championing these ideas, he continued to press forward despite the indifference and opposition, believing that such efforts would be successful in time. Wilberforce also devoted his efforts to helping the poor and refugees from the French Revolution, as well as to improving the conditions in hospitals, mental asylums, and correctional facilities.

With the dawn of the 19th century, William's efforts finally began to be recognized and supported by those with whom he served in Parliament. In February 1807, his abolition bill passed overwhelmingly by a vote of 283 to 16, putting an official end to the slave trade within the British Empire. Despite this great achievement, the law did not free existing slaves, a cause to which William would devote the next quarter-century of his life. At the same time, he also lobbied for other nations, including the United States, to pass similar laws.

On July 26, 1833, the House of Commons passed a law that marked the official end of all slavery throughout the British empire. A mere three days afterward, William passed away at the age of 73, having given his life to abolition and having lived just long enough to see it become a reality. Within a few years, the example set by Great Britain was soon followed by other major world powers. By the 1850s, most of South America had adopted similar laws. In 1861, Tsar Alexander II of Russia freed the nation's 23 million serfs. In the United States, President Abraham Lincoln issued the Emancipation Proclamation in 1863, and by 1865, the 13th Amendment to the Constitution was passed to officially end slavery in the United States.

Today, slavery is still practiced in a handful of places across the globe, often in the form of debt bondage, indentured servitude, child laborers and soldiers, and other variations. There are actually more slaves today—estimated to be somewhere between 12 and 27 million—than at any other point in world history. That said, the percentage of people who live in slavery today is smaller than it was during Wilberforce's time. However, many world leaders point out that there is still work to be done toward freedom for all people. The efforts of William Wilberforce and other courageous abolitionists can inspire people today who are working toward this cause.

William Wilberforce

Comprehension Questions

Circle the best answer.

1. This passage is mostly about a
 - a. sea captain.
 - b. military officer.
 - c. British politician.
 - d. university professor.
2. Wilberforce dedicated his career to
 - a. ending slavery.
 - b. creating music.
 - c. teaching literacy.
 - d. traveling the world.
3. Wilberforce was sent to London after
 - a. his father died.
 - b. he became a slave.
 - c. his home was burned.
 - d. he graduated university.
4. John Newton is famous for
 - a. writing a song.
 - b. building a ship.
 - c. serving in Parliament.
 - d. helping the Russian tsar.
5. Each year in the 1790s, Wilberforce
 - a. traveled to western Africa.
 - b. taught a class at Cambridge.
 - c. proposed the same new law.
 - d. wrote to his cousin in France.
6. The passage suggests that Wilberforce joined the abolitionists because
 - a. government leaders asked him to help.
 - b. the cause matched his religious beliefs.
 - c. he had become friends with many slaves.
 - d. his mother encouraged him to get involved.
7. We can infer that the life of an abolitionist was
 - a. easy.
 - b. popular.
 - c. dangerous.
 - d. uninteresting.
8. The author begins the passage by
 - a. telling stories of Wilberforce's early life.
 - b. giving a short history of slavery practices.
 - c. describing the moment when Wilberforce won.
 - d. explaining why some people supported slavery.
9. The author mentions Abraham Lincoln (paragraph 8) to
 - a. show why Wilberforce often needed to travel.
 - b. demonstrate the impact of Wilberforce's work.
 - c. name a person who influenced Wilberforce's beliefs.
 - d. explain how Wilberforce became interested in politics.
10. If something is *renounced* (paragraph 2), it is
 - a. rejected.
 - b. repeated.
 - c. restored.
 - d. recovered.

