ReadingHorizons
ELEVATE®

Student Packet

Other Sounds for *EA* and *IE*

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 _____.

Other Sounds of *EA* and *IE*

Skills Review

- There are *four* sounds of *ea*: long *e* (*meat*); short *e* (*bread*); long *a* (*great*; *steak*; *break*; *yea*); both sounds of *e* and *a* are heard (*create*; *area*). When both sounds are heard, place a *dot* under each vowel rather than an *x*.
- There are *five* sounds of *ie*: long *i* (*tie*); *i* is silent and *e* is long (*chief*); *e* comes before *i* after the consonant *c* (*receive*); *ei* says long *a* (*vein*; *weigh*); both sounds of *i* and *e* are heard (*diet*; *quiet*). When both sounds are heard, place a *dot* under each vowel rather than an *x*.

DECODING

Prove words according to the sound(s) heard.

ea

long *e*: meat cream

short *e*: head deaf

long *a*: great break

both sounds are heard: create area

ie

long *i*: pie die

long *e*: chief believe

long *e* ending: cookie

long *e* after *c*: receive conceit

long *a*: veil rein

long *a* before *gh*: weight sleigh

both sounds are heard: quiet audience

A. Prove these words.

field tie yield vein dream

weigh diet bread steak perceive

READING

Read the story. Notice the words that contain other sounds of *ea* and *ie*.

Don sat in a corner booth, dressed in a tie and sport coat. Gene couldn't believe how great Don looked. As they caught up on old times, a server approached the table with a flier that listed the day's specials. Don ordered chicken pot pie while Gene tried to choose between his favorite eight entrees.

Other Sounds of *EA* and *IE*

He always tried to rein in his appetite at Margo's Steak House, but the food was so tasty that he usually failed to achieve that goal. On this occasion, he didn't even try to deceive himself; instead, he indulged in a thick cut of prime rib and enjoyed the evening with his good friend.

APPLICATION ACTIVITIES

A. Use the reading passage above to answer the questions.

1. Where did Gene meet his friend Don? _____
2. What did they talk about? _____
3. What did Don dress in? _____
4. What did Gene need to rein in? _____
5. How many favorite entrees did Gene have? _____

B. Match the word with the definition. Draw a line from the word on the left to definition on the right.

1. vein	enjoyable
2. yield	to accept as true
3. believe	willing to follow a command
4. pleasant	to give a result
5. obedient	a vessel that brings blood back to the heart

C. Look at the underlined letters. Circle the letters that create a new word. Write the new word you create on the line provided.

Example: **<u>h</u>ealth: ch (w) bl New word: <u>wealth</u>**

1. <u>r</u>eady:	st	sh	bl	New word: _____
2. <u>v</u>ein:	d	st	r	New word: _____
3. <u>b</u>elieve:	t	r	st	New word: _____

Lesson 95: Other Sounds of *EA* and *IE*

create	thread	yield
steak	weight	die
season	bread	pie
receive	variety	quiet

Which kind of thread do you want? We have a variety. We can even create a different one.
I enjoyed my steak, bread, and pie.

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Lesson 95: Other Sounds of *EA* and *IE*

cheap	freight	tie
seize	obedient	please
break	bread	knead
achieve	jealous	vein

Please be sure to tie down the new freight. Not a thing in there is cheap, and I don't want anything to break.

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Lesson 95: Other Sounds of *EA* and *IE*

ceiling	brief	eight
vie	wealth	great
cream	audience	wreath
ahead	neighbor	society

Did you paint the ceiling in a cream color? I think it looks great. Now that you have finished painting, I can put a nice wreath on the wall.

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Lesson 95: Other Sounds of *EA* and *IE*

nutrient	steak	shield
niece	pie	breadth
vein	weather	beach
orient	idea	heavy

I have a good idea. It is perfect weather to go to the beach.
The shield was very heavy.

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Lesson 95: Other Sounds of *EA* and *IE*

die	chief	deal
feather	great	receive
deceive	release	weight
head	area	instead

Veins transport nutrients through your body. Nutrients are important for good health.

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Lesson 95: Other Sounds of *EA* and *IE*

sweat	create	break
quiet	beige	thief
cleave	lied	neighbor
diet	realism	tie

It was so quiet outside. I really didn't want to see what caused my neighbor's window to break.

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Lesson 95: Other Sounds of *EA* and *IE*

dreamt	squeak	skein
steak	weigh	bread
pie	client	field
peach	variety	nausea

He dreamt he ate steak, some peach pie, and a big slice of bread at lunch with his new client.

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Lesson 95: Other Sounds of *EA* and *IE*

reindeer	shield	yea
peak	society	stealth
tie	sleigh	quiet
ideal	clear	eight

I saw a sleigh with eight reindeer streak through the sky. That quiet, clear evening was an ideal setting for such an amazing sight.

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health, biography, Europe, scientists

Lexile®: 850L
Word Count: 534

Time: _____

Marie Curie

Marie Curie was a famous scientist. She was the first woman to receive a Nobel Prize. And she was the first person to be awarded two Nobel Prizes. In fact, she is the only person to have received Nobel Prizes in two different scientific fields. Her work has had a lasting impact on the fields of science and medicine.

Curie was born in Warsaw, Poland, in 1867. As a young girl, she lost both her mother and her sister to illness. She decided that she wanted to find a way to help sick people. When she graduated from high school, she earned an award for her good grades. At the time, Poland was occupied by Germany and Russia, and women were not allowed to go to college. So she worked as a nanny and tutor to save money for her future studies. In 1891, at age 24, she used her money to travel to Paris, France.

When she arrived in Paris, Curie began studying physics, a type of science, at Sorbonne University. Very few women studied science there. Curie met a fellow classmate named Pierre Curie. They fell in love and were married in 1895.

The Curies were both scientists. In 1896, a scientist named Henri Becquerel discovered the radioactive element of uranium. A radioactive element contains invisible waves of energy. This discovery inspired the Curies to do similar research. In July 1898, the Curies found a new radioactive element. They called it *polonium* for Curie's home country of Poland. Five months later, they found another radioactive element which they called radium for its ability to release rays of radioactive energy. Curie's research helped her earn a doctoral degree in science in 1903. That same year, the Curies won a Nobel Prize in Physics, which they shared with Becquerel.

The Curies continued their research in physics and chemistry. Sadly, Curie's husband was killed in a horse carriage accident in 1906. To support herself and her daughters, Curie became a physics teacher at Sorbonne University. She was the first woman to teach there. She continued her research and was awarded a Nobel Prize in Chemistry in 1911.

During World War I, Curie helped in the war effort by taking X-rays of **wounded** soldiers. These X-rays helped doctors see the location of bullets in soldiers' bodies, making removal of the bullets easier. Curie also installed mobile X-ray machines in cars that went into the battle zones. These cars were called *Little Curies*.

In 1921, Curie co-founded the Curie Institute in Paris. Its mission was to do research on new cures for the disease of cancer. Eleven years later, in 1932, she founded a second Curie Institute in Warsaw, her hometown. Her work demonstrated that some forms of cancer could be destroyed using radiation.

Over the years, Curie was exposed to a great deal of radiation. She did not know that frequent exposure to radiation was harmful to her body. Sometimes, the radiation made her tired. Other times, it burned her fingertips. Ultimately, too much radiation made her sick. She died in 1934 at the age of 66. Her daughter Irene continued her work. To this day, Curie is remembered as one of history's most important scientists.

Marie Curie

Comprehension Questions

Circle the best answer.

1. This passage is about a scientist who
   a. wrote books about animal life.
   b. discovered new planets in space.
   c. found and studied new elements.
   d. designed clothing to protect soldiers.

2. At a young age, Curie lost her mother and sister to
   a. fire.
   b. war.
   c. sickness.
   d. earthquakes.

3. Curie met her husband while
   a. visiting a hospital.
   b. traveling on a train.
   c. working for the army.
   d. studying at a university.

4. Little Curies were
   a. forms of cancer cells that Curie studied.
   b. special medical cars that Curie designed.
   c. students who studied at the Curie Institute.
   d. radioactive elements that Curie discovered.

5. We can infer that Curie did not know
   a. how her husband had died.
   b. that radiation could cure cancer.
   c. how dangerous her research was.
   d. that radium releases waves of energy.

6. The author mentions Germany and Russia (paragraph 2) to
   a. name countries where Curie would have liked to study.
   b. list places where Curie established her research institutes.
   c. explain why Curie could not attend university in Poland.
   d. show that Curie worked with scientists from other countries.

7. If someone is *wounded* (paragraph 6), that person is
   a. hurt.
   b. busy.
   c. young.
   d. friendly.

Meteor Showers

In a popular children's story, a character name Chicken Little erroneously believes that "the sky is falling" when he is hit on the head by an acorn. Thrown into a sudden panic, Chicken Little races off to warn his friends and neighbors, including Henny Penny and Goosey Loosey, of what he fears is their impending doom. The friends frantically search for a safe place to hide before the sky falls down on them.

The sky does not fall in real life, of course, even though there are times when the stars that populate the nighttime sky look as if they are falling to Earth when the planet rotates away from them. Even though some objects in the night sky are sometimes called *falling stars* or *shooting stars*, these objects are actually meteors (rocks and other particles from space), and when several of these objects are seen at the same time, this phenomenon is known as a *meteor shower*.

During each hour of the day, four or five meteors regularly enter Earth's atmosphere. When that number climbs to 15 or more, the event is classified as a meteor shower, and a typical meteor shower may feature anywhere between tens to hundreds of meteors per hour. Periods of intense meteor showers are called *meteor outbursts* or *meteor storms*, and these events may include more than 1,000 meteors in one hour.

For years, the appearance of meteor showers in the sky has both fascinated and bewildered the inhabitants of the Earth. An ancient Egyptian record tells of a night when the stars appeared to jump around like grasshoppers. The Romans believed that a meteor shower meant that their gods were angry at them.

Fortunately, modern science offers a simple explanation behind the cause of meteor showers. They are celestial events that take place when a number of meteors appear to originate from the same point in the sky, which is called the *radiant*. These meteors are created when streams of interplanetary or cosmic debris enter Earth's atmosphere at very high speeds, traveling along approximately the same trajectory. The very fastest meteors have been known to travel at speeds of up to 26 miles (42 kilometers) per second.

Each year, only about 500 meteors actually reach the Earth's surface. A small percentage of meteoroids, called *grazing fireballs* enter the outermost edges of Earth's atmosphere before returning on a path through space. Falling meteors that survive the trip through the atmosphere before burning up completely are called *meteorites*. Fortunately, the meteors that reach Earth are not the size of the "planet killers"—such as the ones that threaten to destroy Earth in the Hollywood movies *Armageddon* or *Deep Impact*. In reality, most meteors are pieces of dust that are smaller than a grain of sand in size. As a result, they quickly **disintegrate** upon entering Earth's atmosphere and never reach the surface. That said, scientists have recovered rare meteors as large as 33 feet (10 meters) in diameter.

Continued on the next page.

space

Lexile®: 1280L
Word Count: 903

Time: _____

Meteor Showers (continued)

Earth is not the only planet in our solar system that is known to have meteor showers. Our neighbor Mars, for example, has its own meteor showers, although they differ from the ones that can be seen on Earth. This difference results from the fact that Earth and Mars travel different paths as they orbit the sun, and they pass through the paths of different comets, meteors, and other space debris.

Generally speaking, meteor showers are named after the constellation, meaning the group of stars, from which they appear to originate or the star that is close to the radiant at the peak of the shower. Aquariids, for example, are named for the star delta Aquarii, while Perseids get their name from the constellation Perseus.

Some observers have remarked that a good meteor shower is as spectacular as a fireworks display, but the good news about watching a meteor shower is that observers do not have to wait until a holiday to see one. A number of meteor showers are known to occur at various times throughout the year such as the Leonids meteor shower, which occurs during November. There are also numerous meteor showers that regularly happen in the month of August. The brightness of a meteor's burning means that a telescope or a pair of binoculars is not needed to observe a meteor storm. In fact, most meteor displays are best viewed with one's own eyes, which allow for a wide-angle view of nature's great star show. However, observers need to be vigilant, since meteors flash by in a second or less.

The best time to see meteor showers is from midnight to dawn, toward the eastern part of the sky. Observers should get as far away as possible from the artificial lights of the city to a place where the sky is darker, and meteors are more easily visible. Prepared spectators will remember to bring a coat or blanket (and maybe even bug repellent) since it can get quite cold outside observing the night sky. Those who make such plans are in for a visual treat as they witness contact between the Earth and objects from outer space.

A popular song in the United States from the 1950s encourages the listener to "catch a falling star and put it in your pocket; save it for a rainy day." Though catching a meteor is unlikely, not to mention unsafe, watching a meteor shower can be a great experience.

Meteor Showers

Comprehension Questions

Circle the best answer.

1. The main purpose of this passage is to
   a. announce upcoming meteor showers.
   b. educate readers about meteor showers.
   c. summarize movies about meteor showers.
   d. inform readers about recent meteor showers.

2. Information from this passage comes primarily from the field of
   a. politics.
   b. biology.
   c. economics.
   d. astronomy.

3. Romans believed that meteor showers
   a. displayed the gods' anger.
   b. were the wishes of children.
   c. were groups of grasshoppers.
   d. displayed a season of good luck.

4. Meteors become a meteor shower when
   a. there are at least 15 meteors in the group.
   b. the meteors are at least 33 feet in diameter.
   c. the meteors travel at least 26 miles per second.
   d. at least 50 percent of the meteors land on Earth.

5. Meteors are named based on the
   a. star groups where they originate.
   b. country where they are observed.
   c. speed at which the meteors travel.
   d. month of the year that they appear.

6. The passage suggests that Hollywood films about meteors
   a. exaggerate the size of meteorites.
   b. help scientists study meteor paths.
   c. depict meteor showers in the spring.
   d. are not very popular with audiences.

7. We can infer that meteors are best viewed
   a. in a large city at night time.
   b. with a telescope during the day.
   c. in the countryside in August.
   d. with binoculars toward the west.

8. The author introduces the topic by
   a. comparing Earth to Mars.
   b. defining some key words.
   c. summarizing a children's story.
   d. describing a typical meteor shower.

9. The author mentions bug repellent (paragraph 10) to
   a. describe the appearance of a burning meteor.
   b. explain how to avoid being hit by a meteorite.
   c. provide an estimate of the average meteor size.
   d. suggest how to prepare to view a meteor shower.

10. To *disintegrate* (paragraph 6) means to
    a. shine brightly.
    b. move very slowly.
    c. break in tiny pieces.
    d. have a bumpy surface.


ReadingHorizons®