

*ReadingHorizons*  
**ELEVATE**®

# Student Packet

Letter Groups 1-5  
Spelling with C and K

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 \_\_\_\_\_.

**Skills Review**

Vowel A , Consonants B , F , D , G , The Slide

- Vowel A/a, as in *at*: sound and letter formation.
- Consonant B/b: sound and letter formation.
- The Slide: sliding *b-a* sounds together (ba, /ba/) to help with fluency.
- Consonants F/f, D/d, G/g: sound and letter formation, and slides fa, da, ga.

**DECODING**

Mark the slide with an arrow underneath.

ba      fa

A. Mark and say these slides.

ba                  da                  fa                  ga

**APPLICATION ACTIVITIES**

A. Match the uppercase letter with the lowercase letter.

- |      |   |
|------|---|
| 1. F | b |
| 2. B | d |
| 3. G | f |
| 4. D | g |
| 5. A | a |

B. Circle the lowercase letters.

F    **(b)**    a    G    D    g    B    f    A    d

C. Circle the uppercase letters.

**(B)**    g    A    D    b    F    d    G    f    a

**Letter Group 1**

D. Match the correct letter with the picture that begins with that letter.



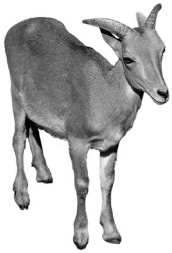
A/a  
(apple)



B/b  
(ball)



F/f  
(flag)



D/d  
(dog)



G/g  
(goat)

E. Draw an arrow beneath the letter combinations that are slides.

ba →

af

da

ag

ga

To practice writing the letters in Letter Group 1, go to page 235.

## Lesson 2: Letter Group 1

a b f d g

A B F D G

ba →  
fa →  
da →  
ga →

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## Lesson 2: Letter Group 1

d g b a f

D G B A F

da →  
ga →  
ba →  
fa →

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## Lesson 2: Letter Group 1

b a f g d

B A F G D

ba →  
fa →  
ga →  
da →

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## Lesson 2: Letter Group 1

g a d f b

G A D F B

ga →  
da →  
fa →  
ba →

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**Skills Review**Consonants *H* ⊖, *J* ⊕, *L* ⊕, *M* ⊕, Vowel *E* ⊕

- Consonants *H/h*, *J/j*, *L/l*, *M/m*: sound and letter formation.
- Vowel *E/e*, as in *Ed*: sound and letter formation.
- Make slides and build words using the vowels *a* and *e* with consonant letters in Letter Groups 1–2.
- Mark the vowel in each word with an *x*.
- These are example slides: he   ja   le   ma

**DECODING****Slides**

Mark the slide with an arrow underneath.

jele**Words**Put an *x* under the vowel in a word.bed  
xleg  
x

A. Mark and say these slides.

he

be

ja

fe

je

la

de

ma

le

me

ha

da

B. Mark the vowel with an *x*.mad  
x

jam

led

bad

\*heb

\*jad

**APPLICATION ACTIVITIES**

A. Circle the lowercase letters.

H

M

j

L

E

h

m

J

l

e

B. Circle the uppercase letters.

E

h

M

e

J

L

m

j

H

l

## Letter Group 2

C. Match the uppercase letter with the lowercase letter.

- |      |   |
|------|---|
| 1. H | j |
| 2. J | e |
| 3. L | m |
| 4. M | l |
| 5. E | h |

D. Match the correct letter with the picture that begins with that letter.



E/e  
(egg)



H/h  
(horse)



J/j  
(jet)



L/l  
(lime)



M/m  
(man)

To practice writing the letters in Letter Group 2, go to page 235.



**Lesson 6: Letter Group 2**

h j l m e  
 H J L M E  
 ha → ham je → Jed le → led fe → fed  
 ham Jed \*jeg leg \*lem hem  
 had jam \*lem \*mef hem

**Lesson 6: Letter Group 2**

j l m e h  
 J L M E H  
 ja → jab le → led me → mem fe → fed  
 jab Jed Meg beg \*heb  
 jam lad mad Ed ham

**Lesson 6: Letter Group 2**





l m e h j  
 L M E H J  
 la → lag ma → mad fe → fed ja → jab  
 lag mad \*med beg \*heb Jed  
 lad Meg Ed had jam

**Lesson 6: Letter Group 2**

m e h j l  
 M E H J L  
 ma → mad ha → ham ja → jab la → lag  
 mad Meg had jam \*jad  
 \*maf hem \*lem \*heb leg

**Skills Review**

Consonants N , P , R , S , Vowel O 

- Consonants *N/n*, *P/p*, *R/r*, *S/s*: sound and letter formation.
- Vowel *O/o*, as in *on*: sound and letter formation.
- Make slides and build words using the vowels *a*, *e*, and *o* with consonant letters in Letter Groups 1–3.
- Mark the vowel in each word with an *x*.
- These are example slides: *no*  *po*  *ro*  *so* 

**DECODING****Slides**

Mark the slide with an arrow underneath.

*po*  
*ro*  
**Words**

Put an *x* under the vowel in a word.

*pop*  
*rod*  


A. Mark these slides. Then say them.

*ro*  
*pe**jo**so**lo**ne**se**ra**no**po**he**fe*

B. Mark the vowels with an *x*.

*mop*  
*red**not**man**\*lod**\*hep***APPLICATION ACTIVITIES**

A. Match the uppercase letter with the lowercase letter.

N

P

R

S

O

r

n

o

p

s

## Letter Group 3

B. Circle the lowercase letters.

R (s) O p N r S o n P

C. Circle the uppercase letters.

(O) p R s o P n N r S

D. Match the correct letter with the picture that begins with that letter.

N/n  
(nest)P/p  
(pan)R/r  
(road)S/s  
(socks)O/o  
(octagon)

E. Circle the letter that could be added to make a real word. Use the picture as a clue. Then write the real word, and mark the vowel with an x.

1. pa\_\_



(n) f g

Word: pan  
                  x

2. be\_\_



m d b

Word: \_\_\_\_\_

3. mo\_\_



n j p

Word: \_\_\_\_\_

4. ne\_\_



g t p

Word: \_\_\_\_\_

5. ma\_\_



m b n

Word: \_\_\_\_\_

To practice writing the letters in Letter Group 3, go to page 236.

## Lesson 9: Letter Group 3

p r s o n  
po → ro → Rob \*sog job nod  
pod \*reg sod on \*neb  
pad

Rob had a job.

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## Lesson 9: Letter Group 3

r s o n p  
ro → so → jo → po →  
rod sod jog nod pod  
red sob jot Ned pan

The pan is red.

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## Lesson 9: Letter Group 3

s o n p r  
so → jo → job jog \*ref  
sob nod nap pen  
sod jog pen \*ref

That is a pen.

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## Lesson 9: Letter Group 3

o n p r s  
jo → no → po → so →  
job nod pod rod sob  
odd \*nem pen ran sap

The sap is on the log.

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**Skills Review**

Consonants T ⊖, V ⊖, W ⊖, X ⊖, Y ⊖, Vowel U ⊖

- Consonants T/t, V/v, W/w, X/x, Y/y: sound and letter formation.
- Vowel U/u, as in *up*: sound and letter formation.
- Make slides and build words using the vowels a, e, o, and u with consonant letters in Letter Groups 1–4.
- Mark the vowel in each word with an x.
- These are example slides:  $\begin{matrix} \text{t} & \text{v} & \text{w} & \text{y} \\ \text{a} & \text{o} & \text{e} & \text{a} \\ \rightarrow & \rightarrow & \rightarrow & \rightarrow \end{matrix}$

**DECODING****Slides**

Mark the slide with an arrow underneath.

 $\begin{matrix} \text{t} & \text{v} \\ \text{u} & \text{a} \\ \rightarrow & \rightarrow \end{matrix}$ **Words**

Put an x under the vowel in a word.

 $\begin{matrix} \text{t} & \text{v} \\ \text{u} & \text{a} \\ \text{x} & \end{matrix}$ 

A. Mark and say these slides.

 $\begin{matrix} \text{t} & \text{v} & \text{w} & \text{y} & \text{t} & \text{w} \\ \text{e} & \text{a} & \text{e} & \text{u} & \text{a} & \text{u} \\ \rightarrow & & & & & \end{matrix}$ 

B. Mark the vowels with an x.

 $\begin{matrix} \text{t} & \text{y} & \text{t} & \text{w} & \text{g} & \text{y} \\ \text{a} & \text{a} & \text{e} & \text{a} & \text{u} & \text{e} \\ \text{x} & & & & & \end{matrix}$ **APPLICATION ACTIVITIES**

A. Match the uppercase letter with the lowercase letter.

T

V

W

X

Y

U

v

x

y

t

u

w

## Letter Group 4

B. Circle the lowercase letters.

V (x) u Y U w T y W X v t

C. Circle the uppercase letters.

t (U) W v w T X y V Y u x

D. Match the correct letter with the picture that begins with that letter. The x is at the end of the word.



10

T/t  
(ten)V/v  
(van)W/w  
(web)X/x  
(box)Y/y  
(yarn)U/u  
(umbrella)

E. Circle the letter that could be added to make a real word. Use the picture as a clue. Then write the real word, and mark the vowel with an x.

1. te\_\_

10

(n) f g

Word: ten  
x

2. gu\_\_



d m b

Word: \_\_\_\_\_

3. fo\_\_



x t m

Word: \_\_\_\_\_

4. hu\_\_



p x g

Word: \_\_\_\_\_

5. ve\_\_



t m n

Word: \_\_\_\_\_

To practice writing the letters in Letter Group 4, go to page 236.

## Lesson 12: Letter Group 4

t v w x y u  
tu → wu → bu →  
tug van wet tux yum bug  
top vet wag fox sax up

The tux is in the van.

## Lesson 12: Letter Group 4

t w x y u v  
te → we → bu → va →  
tap wax fax yam bug van  
tub \*wob tux yes bud vet

Yes, that is a fax.

## Lesson 12: Letter Group 4

t v x y u w  
to → va → bu → we →  
Ted van fox yes bug wet  
top vex sax yum sun wed

A wet dog is on the log.





## Lesson 12: Letter Group 4

t v w y u x  
tu → vu → wu → bu →  
tub vex wax yam bug sax  
tao vat wed yes up ox

Tom had a yam.

## Skills Review

Consonants Q , Z , Vowel I , Consonants C , K 

- Consonants Q/q, Z/z, C/c, K/k: sound and letter formation.
- In the English language, *q* has no sound unless it is followed by *u*. The sound of *qu* is /kw/.
- Vowel I/i, as in *it*: sound and letter formation.
- Make slides and build words using the vowels *a*, *e*, *o*, *u*, and *i* with consonant letters in Letter Groups 1–5.
- Mark the vowel in each word with an *x*.
- These are example slides:    

## DECODING

## Slides

Mark the slide with an arrow underneath. Mark the *qu* with an arc underneath.

## Words

Put an *x* under the vowel in a word.

A. Mark and say these slides.



za

ki

qui

bi

ke

ca

que

zi

mi

zo

pi

B. Mark the vowels with an *x*.

tax

cut

Ken

jig

\*kep

dim

cub

fix

kid

zap

\*gif

## APPLICATION ACTIVITIES

A. Match the uppercase letter with the lowercase letter.

C

K

Q

Z

I

q

k

i

c

z



## Letter Group 5

B. **Circle** the lowercase letters.

**(z)** K Q i c Z C k q I

C. **Circle** the uppercase letters.

**(I)** Q k i z K C q Z c

D. Match the correct letter with the picture that begins with that letter.



C/c  
(cat)

K/k  
(kite)

Q/q  
(queen)

Z/z  
(zebra)

I/i  
(India)

E. **Circle** the letter that could be added to make a real word. Use the picture as a clue. Then write the real word, and mark the vowel with an x.

1. ki\_\_



p

b

**(d)**Word: kid  
                  x

2. ca\_\_



n

f

g

Word: \_\_\_\_\_

3. zi\_\_



n

p

m

Word: \_\_\_\_\_

To practice writing the letters in Letter Group 5, go to page 237.

## Lesson 14: Letter Group 5

qu      z      i      c      k  
qui →      bi →      ca →      ki →  
quiz      zap      big      can      \*ked  
quit      zip      in      cot      Ken

That can is on the cot.

## Lesson 14: Letter Group 5

z      i      c      k  
ze →      di →      cu →      ki →  
zip      dim      cut      Kim  
zap      in      cab      \*kep      quiz

Kim hid the big bug in the box.

## Lesson 14: Letter Group 5

z      i      c      qu      k  
zu →      ri →      ca →      qui →      ki →  
zip      rip      cat      quit      \*kem  
\*zop      in      cog      quiz      Kim

Kim will not quit.

## Lesson 14: Letter Group 5

i      c      k      qu      z  
wi →      co →      ki →      qui →      zo →  
win      cop      Ken      quit      \*zop  
pin      cat      kid      quip      zap

The red pin is with Ken.

## Spelling with C and K

## Skills Review

- When the sound /k/ is followed by the vowels *a*, *o*, or *u*, it is spelled with a *c*.
- When the sound /k/ is followed by the vowels *i* or *e*, it is spelled with a *k*.
- Use the rhyme: "K takes i and e; c takes the other three, which are a, o, and u."

## DECODING

Mark the vowels with an x underneath. Notice which vowel follows *c* and which vowel follows *k*.

cup  
xkit  
x

A. Mark these *c/k* words.

cop  
x

kid

cat

cog

cup

kin

cut

Ken

cab

kit

## APPLICATION ACTIVITIES

A. Complete the words with either a *c* or a *k* to make real and nonsense words. Remember that *c* takes *a*, *o*, and *u*, and *k* takes *i* and *e*.

Example: c o p.

1. \_\_\_ap

3. \_\_\_in

5. \* \_\_\_ep

2. \_\_\_it

4. \_\_\_ut

6. \* \_\_\_ug

B. Circle and write in the blank the *c/k* word that best completes the sentence. Use the pictures as clues.

Example: I like corn on the cob. 

cob kit cap

1. Jed will open a \_\_\_\_\_ of beans.

can

kid

cad



## Spelling with C and K

2. I will use a \_\_\_\_\_ to drink my milk.



kin

cup

cog

3. Her six year old brother is a \_\_\_\_\_.



Kip

cut

kid

4. A baby bear is a \_\_\_\_\_.



cub

kit

cot

## Lesson 15: Spelling with C and K

---

__ab	__ob	__in	*__em
__op	*__ib	__en	*__iz
*__if	*__ag	__ab	__ot
__it	__ub	*__ef	__at

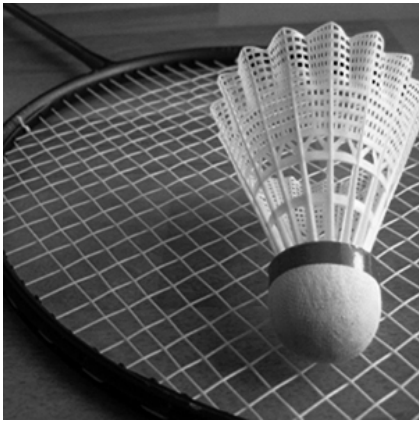
My cat is in the cab.

## Lesson 15: Spelling with C and K

---

__at	__ut	*__ig	__up
__op	__an	__it	__og
*__eb	__ap	*__ug	__ub
__in	*__em	__en	*__az

The cup is on the cot.



## Badminton

Badminton is from India. It is like tennis. It has a racquet. It has a ball. It has a net.

The racquet has a long handle. It has a loop with strings. The strings are tight. The racquet goes in your hand.

The ball is called a *shuttle*. It is not round. It is light. You try to hit the shuttle over the net. Do not let it touch the ground!

Two people can play. Four people can play. Kids can play. It is a fun game.

English men lived in India. They learned to play. They went home to England. They played it in England. They went to other places and played it. Now people play it all over the world.

Good players are strong. They are fast. They have fun! They are fun to watch. Do you want to play?



*Sports, Asia*

Lexile®: 270L  
Word Count: 142

Time: \_\_\_\_\_

# Badminton

## Comprehension Questions

*Circle the best answer.*

1. This passage is mostly about
  - a. playing a game.
  - b. visiting countries.
  - c. teaching children.
  
2. A badminton racquet is put
  - a. on the net.
  - b. at your feet.
  - c. in your hand.
  
3. The ball should be hit
  - a. into the net.
  - b. over the net.
  - c. under the net.
  
4. Badminton is from
  - a. India.
  - b. China.
  - c. England.
  
5. A *shuttle* (paragraph 3) is a badminton
  - a. net.
  - b. ball.
  - c. player.

## Most Common Words List 1

## Skills Review

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

## Most Common Words List 1

the of and a to in is you  
that it he was for on are

A. Write the missing letters to complete the Most Common Words.

1. t \_ \_ e

6. \_ \_ n

11. y \_ \_ u

2. \_ \_ h \_ \_ t

7. \_ \_ t

12. \_ \_ \_

3. \_ \_ r \_ \_

8. \_ \_ f

13. w a \_ \_

4. \_ \_ e

9. t \_ \_

14. a \_ \_ d

5. f \_ \_ r

10. \_ \_ s

15. o \_ \_

B. Read the story. Circle the Most Common Words from List 1 Words can be used more than once.

He set an egg and a ham in the pan. It is too hot. He goes to the den.

His dog Jed and his cat Meg get on top of the table.

He goes back in the kitchen.

“That ham and that egg are not for you, Jed and Meg!” He *had* an egg and a ham.

It was a nice idea.





## Most Common Words List 1

C. One of the words in each set is a Most Common Word, and the other is a scramble. **Circle** the Most Common Word.

Example: **to** ot

- |         |      |         |     |         |     |
|---------|------|---------|-----|---------|-----|
| 1. of   | fo   | 6. eth  | the | 11. yuo | you |
| 2. was  | asw  | 7. are  | rea | 12. and | nda |
| 3. si   | is   | 8. eh   | he  | 13. ni  | in  |
| 4. that | taht | 9. ti   | it  | 14. on  | no  |
| 5. ot   | to   | 10. for | ofr |         |     |

D. Choose the Most Common Words to complete the sentences.

- \_\_\_\_\_ set an egg and \_\_\_\_\_ ham in the pan. (He/you/a)
- It \_\_\_\_\_ too hot. (and/is)
- His dog Jed and his cat Meg get \_\_\_\_\_ top \_\_\_\_\_ the table.  
(on/was/of)
- He goes back \_\_\_\_\_ the kitchen. (is/in)
- “\_\_\_\_\_ ham and that egg \_\_\_\_\_ not for you, Jed and Meg!”  
(of/That/are)
- He had an egg \_\_\_\_\_ a ham. (and/the/you)
- “That ham is \_\_\_\_\_ for \_\_\_\_\_, Jed and Meg!” (of/you/not)
- It \_\_\_\_\_ a nice idea. (that/was)

## Most Common Words List 2

## Skills Review

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

## Most Common Words List 2

as      with      his      they      at      be      this      have  
 from      or      one      had      by      word      I

## A. Unscramble the letters to form a Most Common Word.

Example: thiw with

1. yhet \_\_\_\_\_

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

2. ehav \_\_\_\_\_

9. ro \_\_\_\_\_

3. thsi \_\_\_\_\_

10. ta \_\_\_\_\_

4. yb \_\_\_\_\_

11. thwi \_\_\_\_\_

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

12. eb \_\_\_\_\_

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

13. sa \_\_\_\_\_

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

14. eno \_\_\_\_\_

B. Read the story. Circle the Most Common Words from List 2. Words can be used more than once.

This is my family. We are by the swings at the park. I can think of only one word for us: happy. This is my mom and dad. They have two kids--my brother and me. The man with the red hat on is my dad. He is from Canada, but my mom is from Cuba. This is my mom. Her hat is pink. This is my brother. He had a hat, but he lost his hat at home. He is only ten, but he is as tall as my mom! He will be tall like my dad when he grows up. I do not know if I will be tall or short.

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**Most Common Words List 2**

---

C. **Circle** the Most Common Word to complete each sentence. Then write the word on the line.

Example: I have a hat. (~~have~~/be)

1. \_\_\_\_\_ is my family. (This/Have)
2. We are \_\_\_ the swings \_\_\_ the park. (his/by/at)
3. I can think of only \_\_\_ \_\_\_\_\_ for us: happy. (one/they/word)
4. This is my mom and dad. \_\_\_\_\_ two kids--my brother and me.  
(have/at/They)
5. The man \_\_\_\_\_ the red hat on is my dad. (word/with)
6. He is from Canada, but my mom is \_\_\_\_\_ Cuba. (one/from)
7. This is my brother. He \_\_\_ a hat, but he lost \_\_\_ hat at home.  
(had/I/his)
8. He is only ten, but he is as tall \_\_\_ my mom! (this/as)
9. He will \_\_\_ tall like my dad when he grows up. (be/word)
10. I do not know if \_\_\_ will be tall \_\_\_ short. (I/have/or)

