Reading Horizons ELEVATE®

Student Packet

L-Blends
R-Blends

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 _____.

L-Blends

Skills Review

Blends

- A Blend is two or three consonants that stand together.
- Each letter keeps its own sound.
- A Blend must be able to begin a word.
- A Blend contains *l*, *r*, or *s*. (Exceptions are *dw* and *tw*.)

Skills Review

***L*-Blends**

- *L*-Blends have an *l* in them.
- The *l* stands with another consonant.
- The *l* is the second letter in the Blend.
- These are the *L*-Blends: bl cl fl gl pl sl

DECODING

Mark Blends with an arc underneath, like this:

bl blog

A. Mark the Blends.

bl cl fl gl pl sl

B. Mark the words.

blog club flat glad plan slip

READING

Read these sentences. Notice the words that have *L*-Blends.

Glen's Sports Blog

Today I saw my favorite baseball player hit a homerun. He slid into home base to win the game. The team won by a slim margin. Fans were glad. They waved flags and clapped in approval.

L-Blends

APPLICATION ACTIVITIES

A. Write the *L*-Blends.

G l en's Sports _ _og
Today I saw my favorite baseball _ _ayer hit a homerun. He _ _id into home base to win the game. The team won by a _ _im margin. Fans were _ _ad. They waved _ _ags and _ _apped in approval.

B. Circle the *L*-Blends.

(bl) cl dl fl gl hl kl nl pl rl sl tl wl

C. Change the letter to make a new word that rhymes.

Example: **glad: g → c = clad**

1. **flip:** f → c = _____
2. **plot:** p → b = _____
3. **blip:** b → f = _____
4. **clot:** c → s = _____
5. **sled:** s → f = _____
6. **glum:** g → p = _____

D. Write the *L*-Blend word under the picture. Use the words in the box.

plug	glad	flag
sled	clap	black






_____ _____ _____ _____ _____ _____

Lesson 18: *L*-Blends

plot	plug	flip
*slad	plum	slip
clap	slim	flop
glad	plus	slot

He was glad the plum was not bad.

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Lesson 18: *L*-Blends

flat	slot	glob
glad	flax	flag
plod	*clug	plan
slip	pled	clef

I plan to set the flag by the box.

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Lesson 18: *L*-Blends

sled	clam	slip
club	pled	slug
glob	glen	slam
slot	*plos	plus

Slip it in the slot.

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Lesson 18: *L*-Blends

clip	*slom	slam
glad	plop	flip
slip	fled	slot
plum	plot	club

I am glad I did not slip.

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Lesson 18: *L*-Blends

clap	slip	slit
plug	flat	plop
glad	*gleb	blog
slim	clog	clam

He is glad he did not slip.

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

Lesson 18: *L*-Blends

clap	flop	glen
slab	*glap	flip
plum	plan	plod
flax	clip	slim

I plan to look for flax.

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Lesson 18: *L*-Blends

clap	plan	blab
Glen	plus	plot
*plud	slip	slit
slid	flag	clog

Glen got a bad cut on his leg when he slid.

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Lesson 18: *L*-Blends

slot	clam	glum
*blin	slam	plan
club	clip	slit
slid	flat	sled

He will plan to have clam.

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nature

Lexile®: 840L
Word Count: 615

Time: _____

Fire

Since early times, humans have relied on fire. Fire helped people to survive. It provided them with light and heat, and allowed them to cook their food.

Today, many people are able to use electricity for these things. For this reason, electricity has mostly replaced fire in many people's lives. However, a knowledge of how to create and safely control a fire is important for emergency situations. People often make little fires by lighting candles, or very large ones for celebrations.

In order for fire to exist, it requires three main components, or parts. The first part is fuel. This might include wood, plants, or even gasoline. Fire also requires oxygen, although other gases may sometimes be used in its place. Finally, fire needs energy, which is used to begin the fire. The moment a fire begins is called the *ignition*. Then, once the fire has ignited, the flame's heat can make enough energy to continue the fire using the fuel and oxygen.

Fire is made through a chemical reaction. This means that while a fire burns, it changes the chemicals in the fuel and gas into new chemicals. The first of these products is called carbon dioxide. Carbon dioxide is a type of gas found in the air. When people breathe out, carbon dioxide leaves their bodies. The second product of fire is steam, which is the gas form of water. Anything remaining turns into ash or smoke.

Fire also produces energy that comes in the form of light and heat. It is this energy that makes fire so useful to humans. It is also this energy that allows fire to continue to burn so long as fuel and gas are available.

If any of the components of fire are missing, the fire will **extinguish**, or stop burning. A fire can be extinguished by placing cold water on it. This removes the heat or energy.

A fire can be extinguished by smothering. To smother means to cover up so that no new air can get to the fire. A small fire could be smothered by a blanket. And a very small fire could be smothered by blowing on it. This is how flames on birthday candles are extinguished. This removes the oxygen.

A fire can also be extinguished by removing fuel. This happens naturally when all the material is used up. For example, a camp fire will stop when all of the wood has been burned. Sometimes, firefighters will burn a small part of a forest with a controlled fire, so when a larger fire gets to that area, there will be no fuel left to burn. This will stop the fire from spreading.

Fire is often a mixture of many colors. The colors of a flame can change due to the type of fuel being burned, or due to the temperature of the flame. Red flames are not as hot as orange or yellow ones, and white and blue fires are even hotter than yellow flames.

Although fire may be beautiful to look at, it can also be very dangerous. An open fire is usually over 2000 degrees Fahrenheit (over 1000 degrees Celsius), which can cause very serious burns. For this reason, it is very important to be careful around fires. Children should never be left with fires unless an adult is present, and fires should never be left alone, either. A fire can quickly spread to other objects and get out of control.

Even though fires can be dangerous at times, if people are careful, there is usually no reason to be afraid of them. When used with care, fires can bring warmth and light during times when electricity is not available.

Fire

Comprehension Questions

Circle the best answer.

1. This passage is mostly about
   a. how people create and use fire.
   b. how fire makes machines work.
   c. people who stop dangerous fires.
   d. ancient cultural stories about fire.

2. To make fire, all of the following are needed EXCEPT
   a. fuel.
   b. wind.
   c. energy.
   d. oxygen.

3. For humans, the most important product of fire is
   a. ash.
   b. steam.
   c. energy.
   d. smoke.

4. The hottest color of a flame is usually
   a. red.
   b. blue.
   c. orange.
   d. yellow.

5. We can infer that before the invention of electrical devices, fire
   a. caused few accidents.
   b. used to be much hotter.
   c. was used more frequently.
   d. had not yet been discovered.

6. The author concludes the passage by suggesting that
   a. there is no longer any need for fire.
   b. fire will become hotter in the future.
   c. most people do not like to look at fire.
   d. fire is important during emergencies.

7. To *extinguish* (paragraph 6) means to
   a. see.
   b. end.
   c. find.
   d. help.

R-Blends

Skills Review

- *R*-Blends have an *r* in them.
- The *r* stands with another consonant.
- The *r* is the second letter in the Blend.
- These are the *R*-Blends: br cr dr fr gr pr tr

DECODING

Mark Blends with an arc underneath.

br brag

A. Mark the *R*-Blends.

br cr dr fr gr pr tr

B. Read these *R*-Blend slides.

bra cre dri fro gra pre tri

C. Mark these words that have *R*-Blends.

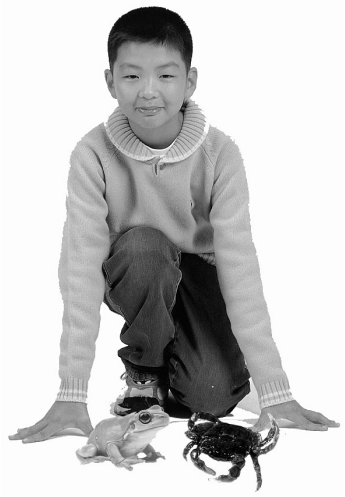
bran crop drip from grab *brax

grip prom trip drum frog *tran

READING

Read these sentences. Notice the words that have *R*-Blends.

This is Brad. He has a pet frog and crab. He drops them and prods them to trot.



R-Blends

APPLICATION ACTIVITIES

A. Write the *R*-Blends.

This is B r ad. He has a pet __ __og and __ __ab. He __ __ops them and __ __ods them to __ __ot.

B. Circle the *R*-Blends.

(br) cr dr fr gr hr kr lr nr pr sr tr vr

C. Change the *L*-Blends to *R*-Blends to make a new word that rhymes.

Example: **plod: pl → pr =** prod

1. clip: **cl → gr =** _____
2. plum: **pl → dr =** _____
3. plan: **pl → br =** _____
4. clap: **cl → tr =** _____
5. slab: **sl → cr =** _____
6. plop: **pl → pr =** _____

Lesson 19: *R*-Blends

trip	tram	brim
bran	drag	drop
crop	crib	fret
trim	grab	grid

There is red trim on the brim of the hat.
He will go on the tram on his trip.

Lesson 19: *R*-Blends

trap	grab	crab
drum	drag	grub
bran	trim	brag
prep	brim	frog

Would you grab a drum for your mom?
Can I prep your grub for you?

Lesson 19: *R*-Blends

drop	Brad	grab
grip	drum	drip
frog	*crug	grub
prom	trot	trip

He will drop her off from the prom by ten.
Can you grab the drum?

Lesson 19: *R*-Blends

frog	crab	drop
brim	drip	crib
gram	fret	Brad
prim	grub	prod

Can Brad fix the crib?
Don't drop the frog.

Lesson 19: *R*-Blends

Fred	trap	frog
trip	bran	brag
drip	crab	prep
crib	trot	drop

Did you trap the crab and the frog?
Fred can prep for his trip.

Lesson 19: *R*-Blends

brim	prop	tram
prom	slid	grin
crab	drum	bran
drab	Fran	Greg

Greg had a drum as a prop.
She ran to prom with a grin.

Lesson 19: *R*-Blends

crop	grab	grid
fret	crab	trot
trim	grip	grub
tram	prop	drip

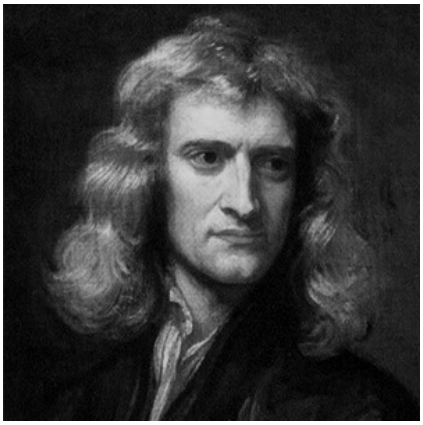
That crab is grub!
Grab the prop from the tram.

Lesson 19: *R*-Blends

brag	trap	drop
cram	grab	gram
prod	drip	trim
trot	frog	Fred

Prod Fred to trot.
Is that a frog in the trap?

Isaac Newton



Perhaps one of the most common stories about Isaac Newton involves an apple tree. According to the story, Newton sat next to an apple tree. He saw an apple fall from a branch and hit the ground. As he thought about the apple, Newton's understanding of gravity deepened. Newton is considered a great scientific thinker for his studies about gravity and many more scientific ideas.

Newton was born in England in 1643. As a boy, he did not do well in school. His teachers thought that he was lazy and did not pay attention. When he was 17 years old, Newton quit school, so his mother decided that he should become a farmer. But Newton did not want to become a farmer, so he returned to school. He tried harder and paid more attention. He completed his lessons. He became interested in science. Soon, he was the top student in the school. The following year, he went to Cambridge University.

To pay for school, Newton worked as a servant. Then, he was given a scholarship and invited to **pursue**, or work towards, an advanced degree in math and physics. After graduation, Newton became a professor. Over the next several years, he developed many important theories about math. He developed a system that is known today as *calculus*. It is used to study and predict change in fields such as physics, economics, and medicine.

Newton performed many experiments in optics, the study of light. He discovered that white light is composed of the colors of the rainbow. He also created a new type of telescope. This is a device that helps people look into space. Most telescopes today still follow Newton's design.

Perhaps Newton is best known for his work in physics, the study of matter and energy. Newton's laws of motion helped the scientific community better understand how objects move. Combined with his law of universal gravitation, Newton's theories helped scientists better understand physics on Earth and in the observed movement of the planets.

In his later life, Newton served two terms in Parliament, part of the government in Great Britain. For 24 years, he was president of the Royal Society. This was the leading group of scientists in Great Britain. He also published books on history, religion, and philosophy. In 1705, he was knighted by Queen Anne. Newton died in 1727 at the age of 84. Today, his ideas still influence the study of science. Some people have called him "the father of modern science."

history, biography, Europe, scientists

Lexile®: 760L
Word Count: 416

Time: _____

Isaac Newton

Comprehension Questions

Circle the best answer.

1. This passage is mainly about a man who
   a. built a university in England.
   b. developed math and science theories.
   c. grew a new kind of apple tree.
   d. created famous colorful paintings.

2. At Cambridge, Newton earned a degree in
   a. art.
   b. math.
   c. history.
   d. religion.

3. Newton invented a new type of
   a. bicycle.
   b. computer.
   c. telescope.
   d. telephone.

4. The Royal Society is a group of
   a. scientists.
   b. gardeners.
   c. kings and queens.
   d. actors and artists.

5. The passage suggests that, as a young man, Newton returned to school to
   a. get a job as a servant.
   b. make his mother happy.
   c. see his favorite teachers.
   d. avoid becoming a farmer.

6. The author begins the passage by
   a. telling a popular story about Newton.
   b. explaining Newton's physical appearance.
   c. describing Newton's family life.
   d. listing Newton's laws of motion.

7. To *pursue* (paragraph 3) means to
   a. take back.
   b. stay away.
   c. look closer.
   d. work towards.

Most Common Words List 3

Skills Review

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

Most Common Words List 3

but not what all were we when your
can said there use an each which

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

1. w __ __ e
2. a __ l
3. th __ r __
4. y __ __ r
5. __ n
6. e __ __ h
7. w __ e __
8. s a __ d
9. n __ __
10. u __ e
11. w __
12. __ u __
13. w __ __ t
14. __ a __
15. w h __ __ __

B. Read the story. Circle the Most Common Words from List 3. Words can be used more than once.

In my class, there are ten students. We are all from the United States, but each of us is from a different city. I use my brother's car to get to school when I can because I live an hour away. School is not close, but what can I do? My brother said he needs his car next week. My friend and I were planning to ride to class together. We are not sure which public transportation to take instead. I asked my friend, "Can we take your mom's van to school?" She will ask.

Most Common Words List 3

C. Circle the Most Common Word to complete each sentence. Use the first sentence as a clue. Then write the word on the line.

1. epatherepi (There are ten students in my class.)
2. eachghren (_____ student is from a different city.)
3. ftpoallnmz (We are ___ from the United States.)
4. notherma (School is ___ close to home.)
5. yerforang (It takes ___ hour to get to class.)
6. gbutiopjh (School is far away, ___ I have to get there somehow.)
7. werthory (_____ all have to get to school before class.)
8. frilcanow (I take my brother's car when I _____.)
9. housengo (If I can't _____ my brother's car, I have to find another way to school.)
10. opaswhench (I prefer it _____ I can borrow his car.)
11. whatherin (When my brother is using his car, I have to find out ___ other options I have.)
12. fdhnsaidi (He actually _____ he needs to use the car next week.)
13. awerepory (My friend and I _____ planning to borrow it.)
14. broipyour (I asked my friend, "Can we take _____ mom's van to school?")
15. rwhichlin (We are not sure _____ public transportation to take instead.)

Most Common Words List 3

but	all	when	said	an
not	were	your	there	each
what	we	can	use	which

Which one is your dog?
They were all with Ned.
Rob said you can use his pen.
Ben and Dan were sad, but I was not.
When can we jog with mom?

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Most Common Words List 3

not	all	we	said	each
what	can	there	which	were
when	use	but	an	your

Each hog is in a pen.
Len said a bad word!
What can Ann use to pen the dog?
We fed an egg to the dog.
Are all of the pens red?

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Most Common Words List 3

there	can	were	your	each
an	which	what	not	use
said	but	when	all	we

What is that rag for?
Not all of the men were there.
We were in the fog by the bog.
Rod said his mom was sad but not mad.
When were you there?

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Most Common Words List 3

which	use	all	not	when
but	we	there	what	were
your	an	can	each	said

Your dad fed each hen.
Your hen had an egg.
What is your job?
Are they there or not?
Ben and Rob are men, but Jen and Nel are not.

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Most Common Words List 4

Skills Review

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

Most Common Words List 4

she do how their if will up
other about out many then them these so

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

Example: **esh** **she**

1. liwl _____
2. od _____
3. nyma _____
4. hemt _____
5. tou _____
6. fi _____
7. woh _____
8. tuboa _____
9. hes _____
10. sheet _____
11. retho _____
12. os _____
13. neth _____
14. hiret _____
15. pu _____

B. Read the story. Circle the Most Common Words from List 4. Some words are used more than once.

Tara likes to learn about the sea creatures that live far out in the ocean. She studies them so that she can discover how they live, what their diet is, and even if they swim or do not swim. These are just a few of the facts that Tara looks up, but she knows that there are many other things to learn. She will keep reading about sea creatures; then, maybe one day, she will have a career at the aquarium.

Most Common Words List 4

C. Find the Most Common Words from List 4 in the word search. Words can go down ↓, across →, or diagonal ↘ ↗.

W	D	Z	K	T	H	E	M	P	N	Q
I	V	O	T	H	E	R	X	F	J	C
L	B	U	W	E	O	H	M	A	N	Y
L	P	T	J	I	F	Z	S	O	G	H
T	H	E	N	R	U	P	F	H	A	O
T	H	E	S	E	N	V	M	L	E	W
C	Q	K	L	A	B	O	U	T	U	X

about do how if many other out
she she their them then these up will

D. Circle the Most Common Word to correctly complete each sentence. Then write the word on the line.

1. Tara likes to learn _____ sea creatures. (about/them)
2. They live far _____ in the ocean. (how/out)
3. She wants to discover _____ they live. (how/these)
4. She wants to know what _____ diet is. (many/their)
5. She even wants to know _____ they swim or not. (if/their)
6. Tara reads about sea creatures _____ she can learn all about them. (so/do)
7. _____ books provide her with helpful facts. (Out/These)
8. The pages are full of _____ pieces of information. (many/will)
9. Still, Tara knows she has lots of _____ things to learn. (if/other)
10. _____ plans to make a career out of her interest in sea creatures. (She/How)
11. She _____ work at the aquarium one day. (will/so)
12. _____ her dreams will have come true. (Then/Out)

Most Common Words List 4

she	their	up	out	them
do	if	other	many	these
how	will	about	then	so

She met many other vets there.
The wax will get hot in the sun.
How will they get out of there?
Their van is wet, so I will not get in it yet.

Most Common Words List 4

will	them	do	other	then
many	their	how	so	these
out	she	if	about	up

He will get his pet dog Rex, then they will go to the vet.
How do we get up to the top?
There is a tax on many of these hats.
They will go out and have fun in the sun if they can.

Most Common Words List 4

many	if	about	these	up
she	other	do	out	so
their	them	then	will	how

They are out and about with their dog Max.
If the bat is out there, then I will run to the van.
They will have their sun hats with them.
How do I use this ax on the log?

Most Common Words List 4

she	so	them	will	then
about	other	do	many	these
how	out	up	their	if

How will I get the bat out of the net?
Many of these are not out yet.
I will get out the other jug if I can.
Their rug can go about there.