ReadingHorizons

ELEVATE®

Student Packet

S-Blends
Two Extra Blends

Name: _____

ReadingHorizons®

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 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿.

S-Blends

Skills Review

- *S*-Blends have an *s* in them.
- The *s* stands with another consonant.
- The *s* is the *first* letter in the Blend.
- Some *S*-Blends can begin <u>and</u> end words.
- These are the two-letter *S*-Blends: <u>sc</u> <u>sk</u> <u>sl</u> <u>sm</u> <u>sn</u> <u>sp</u> <u>st</u> <u>sw</u>
- These are the three-letter *S*-Blends: <u>scr</u> <u>spr</u> <u>str</u> <u>spl</u> <u>squ</u>

DECODING

Mark Blends with an arc underneath.

sc   scan   st   best

A. Mark the *S*-Blends.

sc   sk   sl   sm   sn   sp   st

sw   scr   spr   str   spl   squ

B. Read these *S*-Blend slides.

sca   ske   slo   sme   snu   stre   squi

spo   sti   swa   scru   spri   spla

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

scan   skin   slip   smug   squid

snap   spin   stop   swim   task

scrap   sprint   split   strap   clasp

S-Blends

READING

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

> Every year, Scott likes to stop at a spot near a spring. He can swim there. It keeps him strong and slim.

APPLICATION ACTIVITIES

A. Write the *S*-Blends from the sentences above.

> Every year, _ _ott likes to _ _op at a _ _ot near a
> _ _ _ing. He can _ _im there. It keeps him _ _ _ong and _ _im.

B. Circle the *S*-Blends.

(sc)   sd   sk   sl   sm   sn   sp   sr   st   sv   sw

(scr)   sdr   sfr   spr   str   spl   svl   squ

C. Change the *L*- and *R*-Blends to *S*-Blends to make a new word that rhymes.
   Example: **trap: tr → str =** <u>strap</u>

1. <u>sn</u>ap: **sn → scr =** _____   4. <u>sl</u>it: **sl → spl =** _____

2. <u>br</u>ing: **br → spr =** _____   5. <u>gr</u>id: **gr → squ =** _____

3. <u>dr</u>ip: **dr → sn =** _____   6. <u>pr</u>op: **pr → st =** _____

D. Is the spelling *sc*- or *sk*-? Write *sc*- or *sk*- to correctly complete the word. Remember the *c/k* rule.

1.   __ __in   5.   __ __id   9.   __ __it

2.   __ __an   6.   __ __am   10.   *__ __eb

3.   __ __im   7.   __ __ip   11.   *__ __ob

4.   __ __ab   8.   __ __um   12.   __ __at

Lesson 20: S-Blends

spud	lost	cast
stem	stop	must
sled	swam	best
sped	dusk	snap

He lost his sled.
That was his best cast.

Lesson 20: S-Blends

task	skin	scrub
swig	stun	brisk
must	smog	sled
stem	snap	scrap

His skin must be red from the sun.
He must scrub the sled.

Lesson 20: S-Blends

west	spot	step
desk	fast	smug
swam	smog	stem
spin	skip	snap

He can skip fast.
There is smog in the west.

Lesson 20: S-Blends

skip	past	twist
snag	desk	crisp
strap	stub	spot
sprig	stem	strum

Don't drop the stem of the sprig.
I like to skip past the desk.

Lesson 20: S-Blends

swim	crust	slid
skip	stub	test
best	strip	stop
spin	rest	strum

Do not skip the test. Do your best.
She will stop to rest from her swim.

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

Copyright © September 2017
Reading Horizons Elevate®

Lesson 20: S-Blends

spot	snip	desk
must	stop	spud
swam	scan	scram
scab	dust	trust

I must dust my desk.
Spot it and then scan it.

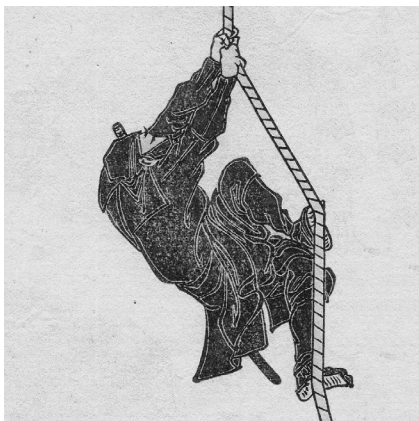Published by Reading Horizons
ISBN 978-1-62382-166-1

Copyright © September 2017
Reading Horizons Elevate®

Lesson 20: S-Blends

squid	snap	stop
spin	scan	snip
skip	swim	best
trust	fast	swam

I will do my best to trust him.
She can swim fast.

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

Copyright © September 2017
Reading Horizons Elevate®

Lesson 20: S-Blends

Scott	swim	stop
slim	risk	slid
split	snip	crust
spot	step	stun

Stop and step on the spot.
Scott split the crust.

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

Copyright © September 2017
Reading Horizons Elevate®

culture, history, Asia

Lexile®: 950L
Word Count: 571

Time: _____

Ninjas

What exactly is a ninja? You may have heard the term used in movies or video games. In popular culture, ninjas are mysterious characters. They wear black clothing and often work at night, moving quietly. They are skilled fighters or spies, and they often work alone. This is the common image of ninjas in today's culture. But this does not accurately describe the majority of ninjas throughout history.

The first ninjas appeared in Japan more than 600 years ago. This was a time of war between clans, or family groups, in villages across the country. These clans often fought each other for land. Some of these clans began to hire ninjas to attack and spy on enemy clans. In fact, the word *ninja* comes from a Japanese word meaning "spy." But even this word is fairly modern. Before the word *ninja* became popular, many other names were used to describe this type of job. Both men and women worked as ninjas.

Some ninjas were skilled fighters. These ninjas were trained in martial arts, which means that they learned to fight with their bodies and with weapons. Because ninjas often came from small farms, they fought using farming tools, such as hoes and rakes. They also fought with swords and throwing stars. They learned many skills such as sword fighting and stick fighting. Ninjas may also have trained in unarmed combat such as karate, judo, and even some types of dance!

Other ninjas avoided combat. Instead, they focused on spying. They disguised themselves in order to learn secrets. Historical accounts suggest that ninjas dressed as farmers, monks, merchants, entertainers, and even enemy warriors to spy on people and learn secrets that they would deliver to their leaders. Some ninjas threw smoke bombs that would blind their foes as the ninjas escaped. In spying situations, ninjas may have often worked in groups.

Because the work of ninjas varied, the type of clothing that they wore also varied. Popular culture thinks of ninjas as wearing tight, black clothes. This image probably comes from a famous picture by Japanese artist Hokusai. In the 19th century, he created a picture of a black-suited ninja escaping a battle by climbing a rope. Perhaps this image of a ninja became popular because it is easy to imagine a ninja wearing black clothing in order to hide in the shadows.

Today, the clans of Japan are no longer at war with each other. Japan now has a central government. A prime minister leads the country. But ninjas are still a part of Japanese culture. They are often seen as characters in traditional Japanese theater. They are also found in comic books, television programs, movies, and video games in Japan.

People around the world have incorporated ninjas into their own cultures, too. In the 1960s, ninjas made their first major appearance in Western cinema when they were included in a James Bond action movie. By the 1980s, ninjas had become popular throughout the world. Today, they continue to appear as the heroes or villains in many comic books and video games where they demonstrate excellent fighting skills. They also represent people of great **stealth**, meaning that they have good control of their body and are excellent at hiding and sneaking into places. If you are interested in ninjas, you may want to learn more about their history and how the ninjas of today compare with the ninjas from Japanese history.

Ninjas

Comprehension Questions

Circle the best answer.

1. The main purpose of this passage is to
   a. tell the story of Japan's first ninja family.
   b. describe the most famous ninja in history.
   c. compare past ninjas with today's ninjas.
   d. explain why ninjas have remained popular.

2. The word *ninja* comes from a Japanese word meaning
   a. spy.
   b. night.
   c. dance.
   d. warrior.

3. Ninjas were often hired to
   a. build large castles.
   b. steal farm animals.
   c. attack other family groups.
   d. teach martial arts to soldiers.

4. Hokusai created a famous picture of a ninja
   a. throwing a sword.
   b. beside a large horse.
   c. standing on a castle wall.
   d. dressed in black clothes.

5. The passage suggests that ninjas remain a part of Japanese culture in
   a. popular stories and games.
   b. modern sports competitions.
   c. protecting the prime minister.
   d. fights between family groups.

6. The author mentions James Bond (paragraph 7) to
   a. describe how ninjas lost their popularity.
   b. provide the name of a modern ninja warrior.
   c. explain how ninjas reached Western cultures.
   d. highlight the way that ninja clothing has changed.

7. *Stealth* (paragraph 7) means the ability to
   a. fight bravely.
   b. move secretly.
   c. change over time.
   d. make many friends.

Two Extra Blends

Skills Review

- A Blend has to be able to *begin* a word.
- There are not many words that use the extra Blends.
- *Qu* is not a Blend but is marked like a Blend.
- These are the two extra Blends: dw   tw

DECODING

Mark Blends with an arc underneath. Mark *qu* like a Blend.

dw   dwell   qu   quit

tw   twig

A. Mark these Blends.

dw   tw

B. Read these slides.

twi   dwe   twe   dwi

C. Mark these words.

twin   twig   quit

*quep   *dwex   *twef   *queb

*dwut   twist   quiz   *dwed

READING

Read these sentences. Notice the words that have Blends.

Dan yanks and twists the twig. He and his twin had to trim the plants.

Two Extra Blends

APPLICATION ACTIVITIES

A. Write the extra Blends.

Dan yanks and __ __ists the __ __ig. He and his __ __in had to trim the plants.

B. Circle the Blends. There are 11.

br   bs   cl   dr   dw   fr   sc   sd   sn

sv   sw   sdr   sfr   str   svl   squ   stw   tw

C. Change the Blends to make a new word that rhymes.
 Example: **trap: tr → str =** _strap_

1. grin: **gr → tw =** _____   4. drip: **dr → qu =** _____

2. spell: **sp → dw =** _____   5. grit: **gr → tw =** _____

3. trig: **tr → tw =** _____   6. slit: **sl → qu =** _____

D. Unscramble the words with extra Blends to make real words. Use the definitions as clues.

1. wgti   __ __ (O) __
Hint: a small branch from a tree (rhymes with *big*)

2. wldel   __ (O) __ __ __
Hint: to live (rhymes with *bell*)

3. tiwn   (O) __ __ __
Hint: two brothers or sisters (or a brother and a sister) that were born at the same time (rhymes with *grin*)

4. tillw   (O) __ __ __ __
Hint: a kind of cloth (rhymes with *bill*)

E. Take the letters that appear in the circles (O), and unscramble them for the final word.

_____ _____ _____ __s__ _____
Hint: to turn or bend (rhymes with *list*)

Lesson 21: Two Extra Blends

twi →
twin
twist

dwe →
*dweb
*dwep

Sam is a twin.

Lesson 21: Two Extra Blends

twi →
twig
twist

dwi →
*dwig
*dwix

Did you twist the twig?

Lesson 21: Two Extra Blends

twi →
twin
twist

dwi →
*dwig
*dwim

Are you a twin?

Lesson 21: Two Extra Blends

twi →
*twib
twin

dwo →
*dwog
*dwom

Ben and his twin Jim can swim.

Most Common Words List 5

Most Common Words List 5

some	her	would	make	like	him	into	time
has	look	two	more	write	go	see	

A. Read the story. Circle the Most Common Words from List 5. Words can be used more than once.

Tomorrow, I will go to Tulsa to see my grandparents. It has been some time since I have visited the two of them. We write to each other, but meeting in person is more special. My grandmother will make her famous brownies. I would like it if my grandfather would take out his photo album. We could look at pictures of him and my grandmother from long ago. After that, I will go into the kitchen to help my grandmother with dinner.

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

1. h __ r

2. m __ k __

3. w r __ t __

4. t __ __ e

5. t __ o

6. l __ k __

7. s __ __

8. g __

9. m __ r __

10. w __ __ l __

11. __ n t __

12. l __ __ k

13. h __ s

14. s __ m __

15. h __ m

Most Common Words List 5

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: (into)　toin

1. keam　　　　make

2. ese　　　　see

3. time　　　　itme

4. triwe　　　　write

5. go　　　　og

6. sha　　　　has

7. doulw　　　　would

8. wot　　　　two

9. into　　　　otni

10. mose　　　　some

11. kile　　　　like

12. more　　　　remo

13. look　　　　kolo

14. rhe　　　　her

15. him　　　　ihm

Most Common Words List 6

Skills Review

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

Most Common Words List 6

| number | no | way | could | people | my | than |
| first | water | been | call | who | am | its | now |

A. Read the story. Circle the Most Common Words from List 6. Words can be used more than once.

I am stranded on the side of the road with a flat tire. I had been on my way to the store for bottled water when it happened. There are a number of people I could call for help. But first, I think it is my responsibility to try to fix the tire. I have no idea how to do it. I do know that its replacement is in the trunk of my car. Fixing a flat tire is harder than I expected. I think I will call for help now. Who should I call first?

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

Example: **wno** __now__

1. bernum _____

2. sti _____

3. lacl _____

4. owh _____

5. popele _____

6. ym _____

7. rewat _____

8. ma _____

9. strif _____

10. nebe _____

11. yaw _____

12. nath _____

13. nwo _____

14. clodu _____

15. on _____

Most Common Words List 6

C. Circle the correct Most Common Word to complete each sentence. Then write the word on the line.
Example: **I** <u>have a</u> hat. (have/be)

1. I _____ stranded on the side of the road with a flat tire. (am/who)

2. I had _____ driving to the store. (than/been)

3. I wanted to buy some bottled _____. (water/number)

4. _____ tire went flat before I could get there. (My/Than)

5. I am no longer on my _____ to the store. (could/way)

6. Before I _____ for help, I should try to fix it. (call/who)

7. That is the _____ step. (first/been)

8. If I cannot fix it, I _____ ask someone to help me. (first/could)

9. There are plenty of _____ I could call. (people/its)

10. I will get a phone _____ for someone who knows how to fix a

    flat tire. (number/water)

11. I have _____ idea how to do it. (no/than)

12. I do know that _____ replacement is in the trunk of my car.

    (now/its)

13. Fixing a flat tire is harder _____ I expected. (than/could)

14. I think I will call for help _____. (am/now)

15. I just need to decide _____ to call. (way/who)