

ReadingHorizons
ELEVATE®

Student Packet

Double S, F, and Z
Plurals

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 _____.

Double S, F, and Z

Skills Review

- In single-syllable words that end in the sound of *s*, *f*, or *z*, the ending consonant is usually doubled.
- There are 21 exceptions: *is*, *as*, *his*, *has*, *was*, *gas*, *bus*, *yes*, *us*, *plus*, *pus*, *this*, *goes*, *does*, *says*, *if*, *of*, *clef*, *chef*, *whiz*, and *quiz*.
- An easy way to remember the skill is to make up an acronym (**S**an **F**rancisco **Z**oo).

A. Add another consonant to complete these words.

- | | | |
|-----------------|-----------|-----------|
| 1. mis <u>s</u> | 5. buz__ | 9. stuf__ |
| 2. clas__ | 6. clif__ | 10. fus__ |
| 3. fluf__ | 7. jaz__ | 11. raz__ |
| 4. fiz__ | 8. tos__ | |

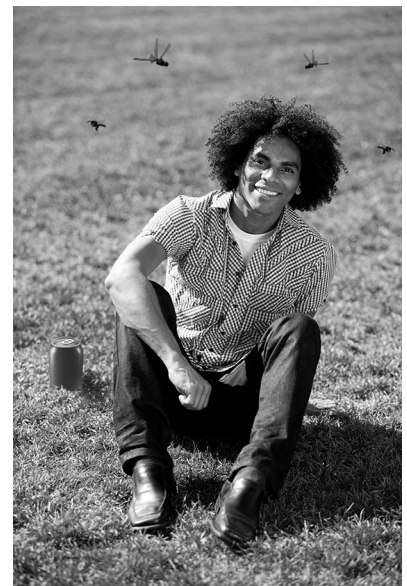
B. Now rewrite the words in Activity A.

- | | | |
|----------------|----------|-----------|
| 1. <u>miss</u> | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | |

READING

Read these sentences. Notice the words that have Double S, F, and Z.

Cliff sits in the grass. The bugs buzz. He has a can of pop. He takes off the top, and it goes, “Fizz!”



Double S, F, and Z

APPLICATION ACTIVITIES

A. Write the missing letters.

Cliff sits in the grass. The bugs buzz. He has a can of pop. He takes off the top, and it goes, "Fizz!"

B. Choose the correct ending in the box to make words. Write the ending to form the words.

ss	ff	zz
----	----	----

- The bugs buzz.
- His name is Cliff.
- The pop goes fizz.
- He takes off the top.
- He sits in the grass.

C. Circle the word that rhymes with the first word.

- bliss:** class miss fizz bluff
- glass:** cliff jazz bliss class
- mass:** pass mess buzz fluff
- buff:** bass bluff cliff fizz
- jazz:** fuzz bass razz buzz

Lesson 24: Double S, F, and Z

bluff cliff moss
miss less buzz
*gleff fuzz glass
pass press fizz

There was a lot of moss on the cliff.

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

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Lesson 24: Double S, F, and Z

cliff Russ stuff
glass class off
mess grass stress
pass miss jazz

I will miss you when you go to class.

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

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Lesson 24: Double S, F, and Z

bass pass floss
class *bluff fluff
buzz staff Jeff
Tess buff fizz

Will you pass this to Jeff?

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ISBN 978-1-62382-166-1

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Lesson 24: Double S, F, and Z

mess cliff Russ
Tess glass dress
bluff *gluzz jazz
mass buzz boss

Russ, your boss said you did a jazz skit!

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Lesson 24: Double S, F, and Z

toss Jeff fuzz
class miss off
fizz Tess stress
*flazz pass jazz

Tess will have fun at the jazz class.

Lesson 24: Double S, F, and Z

Jess cliff pass
razz *gluzz scruff
glass class fizz
stuff Russ press

All the class will pass.

Lesson 24: Double S, F, and Z

cliff boss bliss
buzz *sleff off
less stuff miss
class bass puff

I will not miss this stuff.

Lesson 24: Double S, F, and Z

*sloss staff class
buzz hiss boss
fluff mess cliff
jazz Tess fizz

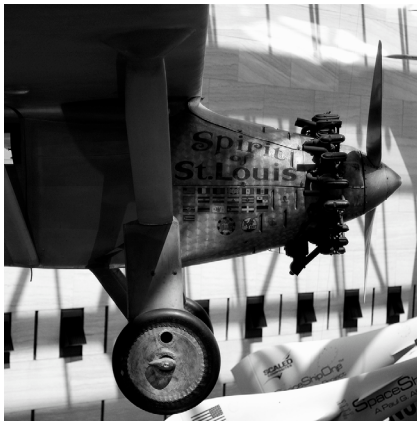
Tess is my boss.



Charles Lindbergh

In 1919, a New York City businessman named Raymond Orteig offered a \$25,000 prize to the first pilot who could fly non-stop across the Atlantic Ocean. Many people were hurt or killed in the attempt to complete the flight. After eight years, no one had won the money. Some pilots had made successful trips, but none had done so without making a stop. Then, in 1927, Charles Lindbergh flew across the Atlantic and won the prize.

Charles Lindbergh Jr. was born in 1902 and grew up on a farm in Little Falls, Minnesota. As a child, Lindbergh showed interest in mechanics, which is the study of machine engineering. At age 18, he went to the University of Wisconsin to study engineering, but what he really wanted to do was to fly planes.



After just two years of study, Lindbergh left school and soon became a barnstormer, which is a pilot who performs tricks at air shows. In 1924, he joined the United States Army and was formally trained as a pilot. He went to flight school in Texas, where he was the best student in his class. Upon graduation, he got a job delivering mail by plane across the states of the Midwest.

Lindbergh became interested in claiming the Orteig Prize. He felt that he could cross the Atlantic and win the prize if he had the right plane. He designed a single-engine, one-passenger plane. Then, he convinced nine businessmen from the city of Saint Louis (or St. Louis) to loan him the money to build it. He called his plane *The Spirit of St. Louis*. It was built in San Diego, California in the spring of 1927. Lindbergh tested the plane by flying it from San Diego to New York City in just over 20 hours. This trip set a new record for a coast-to-coast flight across the USA.

technology, USA, biography

Lexile®: 970L

Word Count: 575

Time: _____

On May 20, 1927, Lindbergh and *The Spirit of St. Louis* took off from, or departed, New York City and headed east. The next day, May 21, after over 33 straight hours in the air, he arrived safely in Paris, France. Thousands of cheering people awaited him to celebrate the accomplishment.

Lindbergh won the Orteig prize money and became famous around the world. Upon his return home to the United States, he was **honored** by President Calvin Coolidge with awards and was invited to participate in several parades. In fact, he rode through a total of 1,250 miles (2,012 kilometers) of parades! The newspapers gave him the nicknames “Lucky Lindy” and “the Lone Eagle.” A new kind of dance called the “Lindy Hop” was named for him. Lindbergh took his plane on a tour across the United States. In his travels, he visited people in 49 states and 92 cities, giving nearly 150 speeches along the way. He wrote two books about his famous trip.

In addition to being a pilot, Lindbergh was also an inventor. He helped design several devices, including an artificial heart. He was one of the people who helped design the Boeing 747 jet.

Each day, planes now fly across the Atlantic Ocean in far less time than it took Lindbergh and his one-engine plane in 1927. Today, planes are faster and stronger than *The Spirit of St. Louis*. They can carry not just one but hundreds of passengers. Yet Lindbergh’s famous flight demonstrated to the world that long flights were possible. He remains one of the world’s most famous pilots.

Charles Lindbergh

Comprehension Questions

Circle the best answer.

1. This passage is about a man who is famous for
 - a. flying an airplane.
 - b. serving in the army.
 - c. offering prize money.
 - d. inventing a new dance.
2. As a barnstormer, Lindbergh
 - a. fixed old army airplanes.
 - b. delivered the mail by plane.
 - c. performed tricks with a plane.
 - d. designed single-passenger planes.
3. Lindbergh's plane was called the
 - a. *Lone Eagle*.
 - b. *Storm Rider*.
 - c. *Star of the Skies*.
 - d. *Spirit of St. Louis*.
4. Lindbergh earned the Orteig Prize when he
 - a. graduated from school.
 - b. arrived in Paris, France.
 - c. visited 49 different states.
 - d. invented an artificial heart.
5. We can infer that Lindbergh was talented with
 - a. animals.
 - b. children.
 - c. machines.
 - d. languages.
6. The author concludes by explaining
 - a. how the world remembers Lindbergh.
 - b. why Lindbergh wrote so many books.
 - c. how Lindbergh prepared for his flight.
 - d. why there are few movies about Lindbergh.
7. If someone is *honored* (paragraph 6), that person is
 - a. rescued from danger.
 - b. given awards or praise.
 - c. required to write a book.
 - d. sent to serve in the army.

Skills Review

- When there are two or more of an item or thing, it is called a *plural*.
- An *s* is added to words ending in a consonant (two *hats*, three *frogs*, five *pens*).
- The sound of the plural *s* changes from /s/ if the ending consonant is *voiceless* (*hats*) to /z/ if it is *voiced* (*pens*). (The letters between slash marks “/ /” represent sounds.)
- If a word ends in *ss*, *zz*, or *x*, the *es* plural must be added. The sound for *es* is /iz/ (*dresses*, *buzzes*, *boxes*). Plural forms of nouns that end in *y* will be addressed later.

DECODING

Underline the plural ending.

hats

boxes

A. Underline the plural ending in these words.

traps

classes

lids

legs

dresses

frogs

boxes

cats

B. Rewrite the word with the plural ending.

1. clap claps

5. mat _____

2. clam _____

6. glass _____

3. dog _____

7. pad _____

4. mess _____

8. fox _____

READING

Read this sentence.
Notice the plural words.

Jen put her hat, cups, mats, rug, pans, and dresses in a big box.



Plurals

APPLICATION ACTIVITIES

A. Answer the question about the reading on the previous page.

1. What did Jen put in a big box? _____

B. Match the words with the correct picture. The first one is done for you.

- 1. mat
- 2. cups
- 3. hats
- 4. rug
- 5. pans
- 6. dress
- 7. boxes



C. What is the correct ending sound of the plural endings? Write each word in the correct column.

- ~~boxes~~ classes hats caps pens frogs
 buzzes cliffs legs dresses cats dogs

/s/	/z/	/iz/
		boxes

Lesson 28: Plurals

Underline the plural ending. Is the ending sound /s/, /z/, or /iz/?

hats	buzzes	pens
frogs	cuts	boxes
clips	classes	beds

She has pens for her classes.
The hats are in the boxes on the beds.

Lesson 28: Plurals

Underline the plural ending. Is the ending sound /s/, /z/, or /iz/?

cats	blanks	glasses
legs	faxes	rolls
vets	jams	springs

Set the hams with the rolls.
Cats go to vets.

Lesson 28: Plurals

Underline the plural ending. Is the ending sound /s/, /z/, or /iz/?

kings	plots	ribs
taxes	trunks	drills
blogs	boxes	claps

Do kings have to do taxes?
The trunks are full of boxes.

Lesson 28: Plurals

Underline the plural ending. Is the ending sound /s/, /z/, or /iz/?

glasses	sinks	messes
drinks	lids	wells
clams	pots	bids

The drinks go in these glasses.
The lids for the pots are in the sink.

Lesson 28: Plurals

Underline the plural ending. Is the ending sound /s/, /z/, or /iz/?

malls props cliffs
hugs rolls hits
tins sixes rims

He hits the rims with his ball.
She went to six malls to find props.

Lesson 28: Plurals

Underline the plural ending. Is the ending sound /s/, /z/, or /iz/?

bells links kids
cabs buzzes pups
classes taxes plans

They had plans to do their taxes.
The pups like the kids.

Lesson 28: Plurals

Underline the plural ending. Is the ending sound /s/, /z/, or /iz/?

glasses bills cats
bugs tips banks
mixes blanks crops

She will go to six banks to pay her bills.
Bugs are on the crops.

Lesson 28: Plurals

Underline the plural ending. Is the ending sound /s/, /z/, or /iz/?

losses pots hills
boxes cups grids
tanks pins sleds

The pots and cups go in the boxes.
She will take the sleds to the hills.

Roller Derby

Roller derby is a tough, fast sport in which players wear roller skates. Players must be quick, strong, and able to work well as a team. Most roller derby teams are female.

Each roller derby game is called a *bout*. In a bout, two teams compete against each other. Each team has five players: three blockers, a jammer, and a pivot. The jammer wears a helmet cover with a star on each side. The pivot wears a helmet with a striped cover. The blockers wear helmets but no covers.

Each bout consists of several small sections called *jams*, which last two minutes each. At the start of a jam, both teams race around a track in the same direction, but the teams begin on opposite sides of the track. The blockers and the pivot from both teams begin skating first, followed by each team's jammer. The referee then blows the whistle twice which means that the jammer can race through her team's pack to score points. The jammer earns a point for each member of the opposing team she **laps**, or passes, on the track. To help, the blockers and pivot on a team will pull and throw their jammer forward. The other team will use their bodies to block the jammer. But they must not block with their heads, arms, or hands. Players who break the rules or fight are sent to the penalty box. They must sit and wait before they can return to the game.

Roller derby players wear quad skates, which have two wheels at the front of each skate and two at the back, unlike inline skates that have all four wheels in a single line. Quad skates are not as fast as inline skates, but they give players better control and reduce the chance of tripping. Women in roller derby teams often wear uniforms of tank tops and shorts. They also wear helmets, elbow and knee pads, and gloves.

Roller derby dates back to roller skating contests in the 1930s. Mixed teams of men and women would race to complete a certain number of laps around a track. Through the 1940s and 1950s, these races gained in popularity. People loved the crashes between skaters. Over time, these events became today's roller derbies.

Now, most roller derby leagues are played between all-female teams. However, there are now some mixed leagues with men and women. Fans agree that the best way to learn roller derby is to go to a bout. Is there a roller derby bout near your neighborhood?



sports

Lexile®: 610L
Word Count: 424

Time: _____

Roller Derby

Comprehension Questions

Circle the best answer.

1. This passage is mainly about
 - a. a team racing sport.
 - b. a group of ice skaters.
 - c. a famous female athlete.
 - d. a car race across the USA.
2. The jammer wears
 - a. red gloves.
 - b. blue skates.
 - c. a helmet with stars.
 - d. a shirt with a stripe.
3. The job of a jammer is to
 - a. push the pivot.
 - b. pull the blockers.
 - c. pass the other team.
 - d. block the other jammer.
4. The main difference between inline and quad skates is
 - a. the number of wheels.
 - b. the color of the skates.
 - c. the height of the skates.
 - d. the position of the wheels.
5. We can infer that roller derby players must be
 - a. tall.
 - b. funny.
 - c. tough.
 - d. good swimmers.
6. The author introduces the topic by
 - a. stating where roller derby is played.
 - b. describing roller derby players.
 - c. summarizing roller derby history.
 - d. explaining the rules of roller derby.
7. If a player *laps* someone (paragraph 3), that player
 - a. hits someone from behind.
 - b. moves in front of someone.
 - c. stops someone from skating.
 - d. pushes someone to the ground.

