

ReadingHorizons
ELEVATE®

Student Packet

Another Sound for C and G
Adding Suffixes to
Phonetic Skills 3 and 4

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 _____.

Another Sound for C and G

Skills Review

- When *c* is followed by an *i* or an *e*, it will change its sound from /k/ to /s/.
- When *g* is followed by an *i* or an *e*, it will sometimes change its sound from /g/ to /j/.
- When *two* consonants come between the first vowel and the silent *e*, the *two* consonants will act as *guardians*, making the first vowel short (*dance*, *prince*, *plunge*). Exceptions: *-ange* (*strange*); *-aste* (*paste*).
- English words never end in the letter *j*. When the sound /j/ is heard at the end of a word, it will always be spelled *-ge*. Words with a long vowel sound will end with the *-ge* spelling (*cage*). Words with a short vowel sound will end with the *-dge* spelling (*judge*; *bridge*).

DECODING

- Draw an arc above the *ci* or *ce*, and write an *s* above the arc. This is called a *Bridge S*.



- Draw an arc above the *gi* or *ge*, and write a *j* above the arc. This is called a *Bridge J*.



1. Mark the Bridge S and Bridge J in these words.

wage place gel prince

2. Prove these words.

age cell stage since

ice gem face judge

READING

Read the posters.
Notice the Bridge S
and Bridge J words.



Another Sound for C and G

APPLICATION ACTIVITIES

A. Unscramble the phrases and sentences from the posters on the previous page. Write them on the lines below.

1. hot! / nice / and _____

2. a / day! / Twice _____

3. on / 7:00 / stage / at _____

4. for / price! / See / low / a _____

B. Create words by adding letters to the blanks below. Use the letters or Blends listed in the box. Add the letter(s) to the beginning of each word.

n	sp	w	r	s	tw	br	f	m	pr	pl	tr	c	st	p
---	----	---	---	---	----	----	---	---	----	----	----	---	----	---

Example: -ice: mice

1. -ice: ___ice ___ice ___ice ___ice

2. -ace: ___ace ___ace ___ace ___ace

3. -age: ___age ___age ___age ___age

C. Read each word. Decide how the c and g in each word are pronounced. Write the words in the correct columns.

~~case~~

deck

gym

huge

~~cent~~

face

gist

lace

cite

game

gum

lodge

/k/	/s/	/g/	/j/
case	cent		

Lesson 45: Another Sound for C and G

cent cell rice place
gem gent cage huge
judge cite bridge France
gist trace chance twice

That mall is a huge place.
I walk over the bridge twice a day.

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Lesson 45: Another Sound for C and G

ace budge gem grudge
France nice cell lodge
dodge chance dice wage
spruce cite place price

The lodge is in France.
I have a chance to get a nice wage.

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Lesson 45: Another Sound for C and G

since Gene slice sage
change prince strange Grace
cent lunge wage age
rice fudge trace wedge

I would like a small slice of fudge.
He put sage in his rice.

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Lesson 45: Another Sound for C and G

dice Grace spice fridge
fence cite stage edge
twinge hence spruce gent
gist glance race change

The spruce is by the fence.
The rice is in the fridge.

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Lesson 45: Another Sound for C and G

nice huge France hence
bridge chance rice cell
mace ice twinge lunge
sledge race face edge

That bridge is by the edge of the cliff.
Did you call your mom on your cell while
you were in France?

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Lesson 45: Another Sound for C and G

dance change budge singe
gem cent Grace wage
price quince pledge judge
smudge face since lace

The dance judge will change her lace dress.
The gem sold for a good price.

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Lesson 45: Another Sound for C and G

Lance trace lunge since
nice sage truce gent
hinge change Gene stage
cite mace range place

You look nice on the stage.
The range is a good place to ride a colt.

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Lesson 45: Another Sound for C and G

face gel prince rage
Chance strange splice fudge
age fence gist sledge
twice grudge page price

I think Chance is twice your age.
The prince has a smile on his face.

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Cochlear Implants

Most hearing people could not imagine what it would be like to lose their hearing for even one day. But some people are born deaf or lose their hearing in an accident or due to sickness. What would it be like if you could not listen to your family and friends? If there were a tool or resource available that could help you to hear, would you use it?

Some deaf people would like to be able to hear the world around them. Devices called cochlear [COKE-lear] implants are available for many people with hearing loss who want to hear. This technology is changing people's lives because, for the first time, people who are profoundly deaf are suddenly able to hear some of the sounds in their environment.

Some deaf people cannot hear because they do not have enough working cilia. Cilia are tiny hairs that are found deep in the inner ear. In a hearing person, when the ear hears a sound, that sound is then absorbed by the cilia. The cilia transmit the sound to the auditory nerve so that the brain can understand the sound. For most deaf people, those cilia do not work for any number of reasons. Although scientists and doctors have studied the problem for years, a solution for repairing the cilia has not been found.

Cochlear implants (or CIs) work without the need for the tiny hairs inside the ear. CIs are able to transmit information about sounds directly to the nerves. CIs have two main parts: an internal **component** (inside the head) and an external component (outside of the head). During surgery, doctors place the internal part deep inside the ear. This is the part that transmits information about sounds to the nerve. The external part of the CI is placed on the outside of the ear where it receives sound and sends it to the internal component.

Over 300,000 people around the world have cochlear implants. How well the CIs work has been a very individual experience. Some patients are only able to hear and understand loud noises, but others can even hear quiet conversations. Because CIs are electronic devices and need to be programmed, it can take time to make sure the CIs work properly. Patients need to visit their doctor several times after the operation.

To some people, cochlear implants may seem to be an obvious solution. But CIs come with challenges. First, they are expensive and can take time getting used to. Moreover, they do not work well for everyone. Also, CIs are sensitive to water, static, and magnetic fields. A person with a CI must be careful when exposed to these elements.

Continued on the next page.



technology, health, culture

Lexile®: 970L
Word Count: 612

Time: _____

Cochlear Implants (continued)

Perhaps the biggest issue with CIs is a cultural one. The deaf community has a strong culture, and many deaf people do not consider themselves as disabled, only different from people in hearing culture. Some worry that the use of CIs suggests that deaf people are not good enough and that they need technology to be productive. They may also be worried that children who use CIs may not learn to communicate using sign language, which is an important part of deaf culture. As a result, they may feel that CIs have a negative impact on their culture.

Clearly, not everyone agrees that CIs are a good idea. For example, some people feel that it is unfair to perform such a surgery on children before they are old enough to make their own decisions. However, others feel it is cruel to withhold this treatment from those who might benefit from it. In any case, cochlear implants are a remarkable technology that requires a very personal decision.

Cochlear Implants

Comprehension Questions

Circle the best answer.

1. This passage is mostly about a technology that
 - a. helps deaf people hear sounds.
 - b. protects ears from loud sounds.
 - c. teaches sign language to children.
 - d. changes sounds into printed words.
2. Cilia are tiny
 - a. hairs.
 - b. drums.
 - c. symbols.
 - d. computers.
3. A CI works by transmitting sound directly to the
 - a. forehead.
 - b. backbone.
 - c. auditory nerve.
 - d. inside of the ear.
4. The external component of a CI is placed
 - a. inside the ear.
 - b. inside the arm.
 - c. on the skin of the arm.
 - d. on the outside of the ear.
5. The passage suggests that some people from deaf culture
 - a. raise concerns about CIs.
 - b. helped design and test CIs.
 - c. have never heard about CIs.
 - d. are excited about getting CIs.
6. The author introduces the passage by
 - a. explaining how a cochlear implant works.
 - b. summarizing the history of cochlear implants.
 - c. comparing sign language with spoken language.
 - d. inviting readers to imagine life without hearing.
7. A *component* (paragraph 4) is a
 - a. part.
 - b. game.
 - c. sound.
 - d. doctor.

Adding Suffixes to Phonetic Skills 3 and 4

Skills Review

Adding Suffixes to Phonetic Skill 3 Words

- To add the suffixes *-ing*, *-ed*, *-er*, and *-est* to Phonetic Skill 3 words, just add the suffix (*go/going*).

Adding Suffixes to Phonetic Skill 4 Words

- When adding the suffixes *-ing*, *-ed*, *-er*, and *-est* to Phonetic Skill 4 words, drop the *e*, and add the suffix (*ride/riding*; *dance/dancing*).
- When adding suffixes to words ending in silent *e* that do not begin in *e* or *i*, such as *-able*, *-ness*, *-ful*, and *-less*, the *e* is *not* dropped from the base word. The silent *e* remains with the word when the suffix is added (*hope/hopeful*).

DECODING

To prove words with suffixes:

1. Prove the base word.
2. Rewrite the word with the suffix.
3. Underline the suffix.

gō going

hōpe hoping

A. Underline the suffix in each word.

ageless liked hopeful smiling

B. Prove the base word. Rewrite the word with the suffix. Then underline the suffix.

Example: jōkē (-ing) joking

1. b e (-ing) _____

5. n i c e (-er) _____

2. l a t e (-est) _____

6. s a v e (-ed) _____

3. g r a c e (-ful) _____

7. h o p e (-less) _____

4. l i k e (-ness) _____

8. s i z e (-able) _____

READING

Read these sentences.
Notice the Phonetic
Skill 3 and 4 words
that have suffixes.

The graceful dancers smiled as they took the stage. Their style is timeless and likeable. You are not going to want to miss such a priceless performance.

Adding Suffixes to Phonetic Skills 3 and 4

APPLICATION ACTIVITIES

A. Change the words from the sentences on the previous page to new words. First, write the base word. Then rewrite the word with the suffix.

Example: driving - ing = drive + er = driver

1. graceful – ful = _____ + less = _____

2. smiled – ed = _____ + ing = _____

3. likeness – ness = _____ + ed = _____

4. timeless – less = _____ + er = _____

B. Write the base word for each word that has a suffix.

Example: hiding hide

Word with Suffix: Base Word: Word with Suffix: Base Word:

1. wiper _____

4. finest _____

2. riding _____

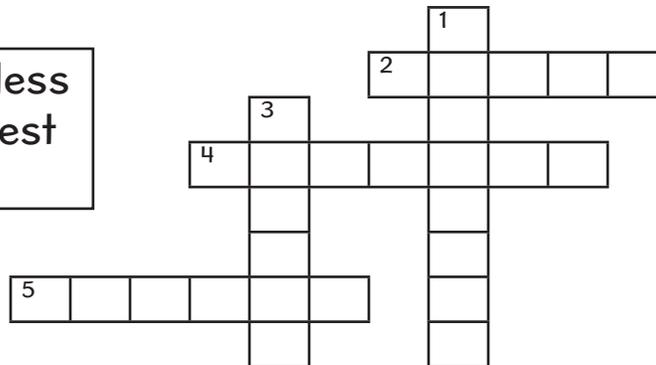
5. prideful _____

3. voted _____

6. timeless _____

C. Complete the crossword puzzle.

driver	hopeless
smiled	bravest
	going



Across

2. Moving from one place to another (I am _____ shopping after work.)

4. The most brave (He was the _____ person I've ever met.)

5. Had a happy look. (The baby _____ at me when I looked at her.)

Down

1. Without hope (The team is losing the game by several points, but it's not _____! There's a lot of time left on the clock, so they can still win.)

3. A person who guides a car or bus (I am a good _____; I've never gotten a speeding ticket.)

Lesson 46: Adding Suffixes to Phonetic Skills 3 and 4

Phonetic Skill 3 (add -ing)

+go +be

Phonetic Skill 4 (add -ed, -ing)

+place +date +save +chime

+wipe +scrape +tape +bale

Phonetic Skill 4 (add -est)

+fine +ripe +late +cute

He saved a place in line for them.

Lesson 46: Adding Suffixes to Phonetic Skills 3 and 4

Phonetic Skill 3 (add -ing)

+go +be

Phonetic Skill 4 (add -ed, -ing)

+prime +hike +wade +shake

+wipe +smile +gripe +scrape

Phonetic Skill 4 (add -est)

+ripe +late +fine +tame

She is going to be a baker.

Lesson 46: Adding Suffixes to Phonetic Skills 3 and 4

Phonetic Skill 3 (add -ing)

+go +be

Phonetic Skill 4 (add -ed, -ing)

+like +tame +cite +bake

+hope +shade +scrape +file

Phonetic Skill 4 (add -est)

+brave +wise +nice +tame

I had hoped he would have been nicer than that!

Lesson 46: Adding Suffixes to Phonetic Skills 3 and 4

Phonetic Skill 3 (add -ing)

+go +be

Phonetic Skill 4 (add -ed, -ing)

+time +smile +clothe +like

+mute +vote +race +wipe

Phonetic Skill 4 (add -est)

+wise +ripe +drive +cute

He was being timed when he was racing.

Lesson 46: Adding Suffixes to Phonetic Skills 3 and 4

Phonetic Skill 3 (add -ing)

+go +be

Phonetic Skill 4 (add -ed, -ing)

+grade +blame +smile +clothe

+hike +scrape +bake +joke

Phonetic Skill 4 (add -est)

+fine +wide +late +brave

Jake hiked to the top of the hill much later than his dad.

Lesson 46: Adding Suffixes to Phonetic Skills 3 and 4

Phonetic Skill 3 (add -ing)

+go +be

Phonetic Skill 4 (add -ed, -ing)

+file +bathe +tame +joke

+smile +pipe +blaze +shape

Phonetic Skill 4 (add -est)

+late +wise +fine +brave

She is going to ask the baker for some rolls.

Lesson 46: Adding Suffixes to Phonetic Skills 3 and 4

Phonetic Skill 3 (add -ing)

+go +be

Phonetic Skill 4 (add -ed, -ing)

+crave +name +shade +trade

+bike +quake +wipe +hope

Phonetic Skill 4 (add -est)

+fine +wise +ripe +late

We craved the finest and ripest plums

Lesson 46: Adding Suffixes to Phonetic Skills 3 and 4

Phonetic Skill 3 (add -ing)

+go +be

Phonetic Skill 4 (add -ed, -ing)

+blame +time +save +wade

+tape +date +frame +shape

Phonetic Skill 4 (add -est)

+wide +ripe +brave +cute

Grace waded into the pond and saved the dog.



Gregor Mendel

In the 19th century, the scientific world believed that a person's physical traits were a mix of the characteristics of the parents. For example, a mother with light blonde hair and a father with dark brown hair were expected to have a child with a light brown hair color. People believed that this mix of characteristics happened with animals and plants. However, a man named Gregor Mendel was not sure whether characteristics really worked in this way.

Today, Mendel is known as the "father of genetics." Using pea plants that he grew in a garden, Mendel conducted a series of experiments. He concluded that specific characteristics, called *genetic traits*, are passed from parent plants to baby plants through a process called *inheritance*. This important discovery led to the beginning of the study of heredity, the process of passing genetic traits from parents to babies.

Mendel was born in 1822, in a small town in eastern Europe. His father was a farmer who wanted Mendel to manage the family farm. However, Mendel chose to attend university instead. Upon graduation, Mendel became a monk. A monk is a man who devotes his life to serving others. Mendel moved to a monastery, which is a group of buildings where monks live and work. At the monastery, Mendel worked in the garden. He continued his study of science. He taught science and began experimenting with pea plants in the monastery gardens.

Between 1856 and 1863, Mendel conducted experiments with more than 30,000 plants. In these experiments, he often mixed plants that had very distinct traits. For example, he would use one tall parent plant and one short parent plant to see what size the baby plants would be. He also combined plants with green seeds and plants with yellow seeds. Additionally, he was interested in the position and color of the pea plant flowers.

These experiments led Mendel to two important conclusions. First, he discovered that genetic traits come in pairs. For each trait, a baby plant receives one gene from each parent. Genes are either **dominant**, meaning stronger, or **recessive**, meaning weaker. When a plant has both a dominant and a recessive gene for a genetic trait, only the dominant gene is used. The recessive gene stays hidden. For example, one parent plant with purple flowers could be mixed with a parent plant with white flowers. The baby plant would have a genetic flower color trait with one purple gene and one white gene. However, if the purple gene were dominant, the baby plant would have purple flowers because the white gene was recessive and would be hidden. A baby plant would only have white flowers if both flower color traits were white. Then there would be no dominant gene to overpower the recessive white color.

Continued on the next page.



*biography, scientists,
history, Europe*

*Lexile®: 1000L
Word Count: 604*

Time: _____

Gregor Mendel (continued)

Mendel's second important conclusion showed that genetic traits are passed independently of other traits. So even if one parent plant had purple flowers and green seeds and the other parent had white flowers and yellow seeds, the baby plant could gain purple flowers from one parent and yellow seeds from the other.

Even though his experiments had been conducted with pea plants, Mendel believed that the heredity of all living creatures, including people, operated under these two laws.

During Mendel's lifetime, his research was not well known. Even after his death, in 1884, few scientists had read about his experiments. Then, in 1900, a group of scientists discovered one of Mendel's papers. They learned that many of Mendel's conclusions were true. Today, Mendel's findings have become an important part of modern biology. His theories have since become known as Mendel's laws.

Gregor Mendel

Comprehension Questions

Circle the best answer.

1. This passage is mainly about a man who
 - a. worked in a restaurant.
 - b. built beautiful buildings.
 - c. was interested in science.
 - d. traveled around the world.
2. Mendel's father worked
 - a. on a farm.
 - b. in a school.
 - c. at a hospital.
 - d. for a monastery.
3. One of Mendel's first jobs at the monastery was to
 - a. teach history classes.
 - b. build a new university.
 - c. sell food at the market.
 - d. take care of the garden.
4. Mendel's laws explain
 - a. why families in the country move to cities.
 - b. how traits are passed from parent to child.
 - c. how children learn to follow their parents' rules.
 - d. why children often do the same jobs as their parents.
5. The passage suggests that at the time of his death, Mendel
 - a. was working as a university professor.
 - b. was not very well known as a scientist.
 - c. had returned home to his father's house.
 - d. had created a second set of genetic laws.
6. The author concludes by
 - a. discussing how Mendel's work helped future scientists.
 - b. giving examples of genetic traits in other flowering plants.
 - c. comparing Mendel's childhood to Mendel's life as an adult.
 - d. describing the appearance of the monastery's garden today.
7. If something is *dominant* (paragraph 5), it
 - a. is more colorful.
 - b. is more powerful.
 - c. has a better taste.
 - d. has a longer shape.