*Reading*Horizons

ELEVATE®

Student Packet

Decoding Skill 2
Contractions

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 _____.

Decoding Skill 2

Skills Review

Decoding words with more than one working (or sounded) vowel:
• If there are *two* consonants following a vowel in a multisyllabic word (and the consonants are not a Blend), the consonants will split. One consonant will stay with the first vowel, and the other consonant will move on to be with the vowel in the next syllable. "*Two* must split."
• You do not need to mark guardian consonants in multisyllabic words.

DECODING

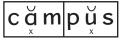1. Mark under the word, left to right, marking each vowel with an *x*. Be sure to arc Blends when you see them.

c a m p u s

2. Go back to the first vowel.

c a m p u s

3. Two consonants follow the vowel *a*, so they will split. Box the first syllable between the two consonants. The *a* is short because is has a guardian consonant, so mark the vowel *a* short.

c ă m|p u s

4. The vowel in the second syllable is also short because it has a guardian consonant. Mark the vowel *u* short, and box the final syllable. Remember that we do not need to mark guardian consonants with a star.

c ă m|p ŭ s

A. Prove these words.

explain	candy	sixteen	dictate
maintain	invite	subject	engage

READING

Read the letter. Notice the Decoding Skill 2 words.

Dear Ms. Jensen:

I was very happy with my stay at your hotel on Sunday, June 16. I want to explain why I am pleased.

When I first got to the hotel, the man at the front desk was quick to attend to my needs. Other hotels have made me wait fifteen minutes or more before helping me. When I got to my room, it was very clean. The remote on the coffee table had been sanitized, and the pillows had been arranged perfectly. Indeed, I was impressed. Also, there were no strong smells making it difficult to inhale like I've experienced at other locations.

Thank you for your service.

Sincerely,
Betty Updike

Decoding Skill 2

APPLICATION ACTIVITIES

A. Write the correct second syllable in the blank to make a word. The words are found in the reading activity on the previous page.

1. fif_teen_ :   -deed   -clude   -teen   -cline

2. re_____: -sole   -clude   -mote   -hale

3. in_____: -hale   -dom   -grene   -tence

4. ho_____: -tel   -vide   -teen   -dred

5. in_____: -dom   -deed   -grene   -tence

B. The words have been divided incorrectly. Put the syllable line in the correct place to make your syllable boxes. Then prove the word.
   Example: e x c|e p t   ĕx|cĕpt

Incorrect: Correct:

1. hot|el   hotel

2. befo|re   before

3. impr|ess   impress

4. expl|ain   explain

5. Su|nday   Sunday

C. Use three words from Activity B above to complete the paragraph.

The main reason for the letter to Ms. Jensen is to _____ how much

she enjoyed her stay at the _____ on _____, June 16.

Lesson 61: Decoding Skill 2

dictate	concrete	advance
invite	subject	express
Stanley	entry	impact
athlete	fifteen	fancy

Stanley would like to see the team of athletes advance in the finals.

Lesson 61: Decoding Skill 2

abstract	indent	sixteen
context	complain	admit
rabbit	shelter	jumbo
canvas	trumpet	sentence

I will admit that I liked the abstract painting on the jumbo canvas.

Lesson 61: Decoding Skill 2

upset	hundred	dentist
cymbal	fancy	bandage
candy	content	instruct
admit	absent	gymnast

She went to the dentist to have her wisdom teeth removed.

Lesson 61: Decoding Skill 2

witness	wisdom	complete
obtain	indeed	sentence
inhale	Randy	advise
imply	explain	contest

I would advise you to complete the test to obtain a good grade.

Lesson 61: Decoding Skill 2

maintain	jumbo	shelter
symbol	Sunday	Kendall
bandage	combo	instruct
extra	panda	stampede

Kendall had the combo of jumbo shrimp with extra French fries.

Lesson 61: Decoding Skill 2

admit	insect	Sunday
entry	symbol	abstract
include	explain	concept
insist	instruct	album

She used a symbol to explain the abstract concept to the class.

Lesson 61: Decoding Skill 2

engage	Monday	wisdom
cymbal	napkin	plenty
bungee	submit	bandage
Landon	conceal	explain

On Monday, Landon had to explain why he had a bandage on his hand.

Lesson 61: Decoding Skill 2

insect	athlete	advance
upset	extra	campus
Sydney	indent	invite
wisdom	absent	combine

The coach will invite the athlete to see the campus in Sydney.

Agatha Christie

Do you enjoy reading a good book? Agatha Christie wrote some of the world's most popular books. She had to work very hard to do so. She had dysgraphia. This means that it was hard for her to spell words correctly. But she did not let dysgraphia stop her from doing what she wanted to do.

Christie was born in 1890 in England. She was taught at home by her mother. Christie learned to sing and to play the piano. By age five, she learned to read. She gained a love of books. She enjoyed reading the tales of Sherlock Holmes. He was character in a series of books. He was a detective who solved crimes. Christie wanted to write her own detective stories.

In her 20s, Christie began writing books. Soon, she became a big success. She was known for her "whodunit" stories. In this type of story, the reader must guess who is guilty of a crime. Her books were popular. Her readers called her "the Queen of Crime."

In her lifetime, Christie wrote more than 60 **novels**, meaning storybooks. *Murder on the Orient Express* is one of her famous novels. She also wrote many short stories and plays. Most of her works have now been made into movies. In 1971, she was named a Dame of the British Empire by Queen Elizabeth II. This means that she was knighted, a great honor in Britain.

Christie died in 1976, at age 85. She remains one of the world's best-known mystery writers. She is the best-selling novelist of all time! Only copies of the Bible and Shakespeare's works have sold more copies than Christie's books. Her works have been translated into more than 100 languages. Her play *The Mousetrap* is the world's longest-running play. It opened in 1952. Since then, it has been performed more than 25,000 times. In fact, you can still see this play today!

biography, Europe, arts

Lexile®: 600L
Word Count: 318

Time: _____

Agatha Christie

Comprehension Questions

Circle the best answer.

1. This passage is about a woman who wrote
   a. fairy tales.
   b. mysteries.
   c. textbooks.
   d. news articles.

2. Christie had to work hard to be a writer because she had trouble
   a. seeing.
   b. hearing.
   c. reading.
   d. spelling.

3. Christie's books were famous for allowing readers to
   a. imagine a world filled with magic.
   b. guess which person did the crime.
   c. finish each of her books in one day.
   d. improve their knowledge of science.

4. Even after her death, Christie is remembered as the world's
   a. first woman author.
   b. strongest political leader.
   c. richest singer and musician.
   d. most popular storybook author.

5. *Novels* (paragraph 4) are
   a. storybooks.
   b. famous plays.
   c. mystery writers.
   d. crime detectives.

Llamas

Llamas are mammals from South America that have been used by both ancient and modern peoples as pack animals. Pack animals help carry things. There are over seven million llamas in South America, and many of them live in the region of the Andean Mountains. Early scientists thought that llamas were related to sheep, due to their tame behavior and noises that they make. However, it has become apparent that llamas are more closely related to camels.

Adult llamas stand up to 6 feet (1.8 meters) tall from the bottom of the foot to the top of the head. Adult llamas weigh 280 to 450 pounds (127 to 204 kilograms). They are usually covered in long, soft hair that is white, brown, gray, black, or reddish-brown. They have long ears that curve slightly inward. Llamas and camels share similar physical features, including long necks, soft noses, huge eyes, and large, flat teeth. Their feet are also very similar in that they have two toes on each foot. However, unlike camels, llamas do not have large humps on their backs. Camels store fat in their humps that can be used to help them survive in desert climates.

Like camels, llamas are herbivores. In the wild, they typically eat grass and tree leaves. On those rare occasions when they are able to find wild fruits or vegetables, they will happily eat those as well. Llamas have been domesticated for quite a long time. The diet of domesticated llamas is much more **diverse** than wild llamas. Domesticated llamas are consistently fed a wide variety of grasses, grains, and other plants, such as sweet vegetables.

Experts suggest that ancient peoples were able to domesticate llamas because these animals are naturally very calm, friendly, and pleasant to be around. Llamas are usually very curious and are not afraid to approach people. Like sheep, llamas are usually very gentle with humans.

However, llamas occasionally exhibit aggressive behavior in their herd. This aggression can be observed when llamas are competing for higher social rank. Social rank within a herd is always dynamic, or changing. Llamas' positions within the herd can change as they challenge other llamas to fights that involve spitting, kicking, and wrestling each other with their necks. This behavior is especially common among males who will ram one another in an attempt to cause opponents to stumble, or trip.

Continued on the next page.

animals, Americas

Lexile®: 1030L
Word Count: 797

Time: _____

Llamas (continued)

When llamas are in a herd, they are very social creatures. They interact throughout the day in many ways, including through play or through minor competitions to demonstrate which llama is strongest. Members of a llama herd treat each other like family. They care for and protect each other. There is also evidence that llamas appear to have some form of spoken communication. Scientists have observed llamas making soft, musical noises to each other. Scientists suggest that these musical noises can communicate a feeling of peace to other llamas. These noises may also alert other llamas to the need to flee from approaching predators.

The social behavior can also be observed during the birth of a baby llama. Llamas' gestational period (the time that a mother llama carries a baby before it is born) is a little less than a year. When a mother llama is ready to give birth to her baby, called a *cria*, other female llamas support the new mother. First, they make sure that all of the males have vacated, or left, the area. Then, the females form a circle around the mother. Scientists suggest that the female llamas do this to protect the mother and baby from attackers. Within an hour of being born, a baby llama can stand and begin to drink milk from its mother. Maternal behavior in llamas is said to closely resemble that of a human mother to her child.

Llamas have made vital contributions to culture and business in South America for many centuries. For many generations, the people of South America, including the Incas, have used llamas as pack animals to carry textiles, food, and other items for trade. Llamas have also been used as food. Additionally, llama wool can be used as a source of fiber for clothing. The hair of llamas has long been a valuable commodity to the people of South America. The llama's long, soft hair is used to make clothing that is durable and attractive. The people of South America frequently export these goods. Many people in the Andean region have successful businesses selling handmade clothes to tourists.

Just as llamas had an important role in supporting villages in ancient times, many people today still use llamas as a source of work, wool, and meat. Llamas continue to fulfill an important role in the lives of many people who live in the Andean Mountains of South America.

Llamas

Comprehension Questions

Circle the best answer.

1. This passage is mostly about a
   a. large pack animal.
   b. type of warm clothing.
   c. group of sheep farmers.
   d. village in South America.

2. An appropriate alternative title for this passage is
   a. Gentle Helpers.
   b. Difficult Times.
   c. Forgotten Places.
   d. True Excitement.

3. Unlike llamas, camels have
   a. flat teeth.
   b. large eyes.
   c. long necks.
   d. back humps.

4. Llamas mostly eat
   a. birds.
   b. plants.
   c. insects.
   d. lizards.

5. Llamas usually fight to
   a. hunt for food.
   b. gain social rank.
   c. show playfulness.
   d. keep humans away.

6. We can infer that male llamas
   a. can hurt baby llamas.
   b. can copy human voices.
   c. are friendlier to humans.
   d. are smaller than females.

7. The passage suggests that if llamas disappeared
   a. many villages would suffer.
   b. bird populations would increase.
   c. many businesses would improve.
   d. camel populations would decrease.

8. The author mentions sheep in the introduction (paragraph 1) to explain
   a. where the word *llama* originated from.
   b. how llamas are related to other animals.
   c. when llamas became popular in Europe.
   d. why llamas are common in South America.

9. The author ends the passage by emphasizing
   a. the importance of llamas in people's lives.
   b. the threats to the health and safety of llamas.
   c. the popularity of llamas in books and movies.
   d. the similarities between llamas and other animals.

10. If something is more *diverse* (paragraph 3), it has more
    a. time.
    b. power.
    c. money.
    d. variety.

Contractions

Skills Review

- Contractions are words that have been reduced by leaving some letters out.
- An apostrophe (') is used in the exact place where letters have been left out. Example: *Let us* is rewritten as *let's*.

LIST OF COMMON CONTRACTIONS

NOT

are not	aren't
cannot	can't
could not	couldn't
did not	didn't
do not	don't
does not	doesn't
has not	hasn't
have not	haven't
is not	isn't
should not	shouldn't
was not	wasn't
were not	weren't
will not	won't

WOULD

he would	he'd
I would	I'd
she would	she'd
we would	we'd
who would	who'd
you would	you'd

HAVE

could have	could've
I have	I've
should have	should've
they have	they've
we have	we've
you have	you've
who have	who've

IS

he is	he's
here is	here's
it is	it's
she is	she's
that is	that's
there is	there's
what is	what's
who is	who's

US

let us	let's

AM

I am	I'm

WILL

he will	he'll
it will	it'll
I will	I'll
she will	she'll
they will	they'll
we will	we'll
who will	who'll
you will	you'll

HAD

he had	he'd
I had	I'd
she had	she'd
they had	they'd
we had	we'd
you had	you'd

ARE

they are	they're
we are	we're
you are	you're

APPLICATION ACTIVITIES

A. Write the contractions for the following words

1. have not __haven't__

2. she would _____

3. they are _____

4. she is _____

5. we had _____

6. let us _____

7. we will _____

8. who have _____

9. I am _____

10. will not _____

Contractions

B. Draw a line from the word on the left to the contraction on the right.

1. cannot   I'll

2. there is   can't

3. we are   that's

4. you would   wasn't

5. we had   there's

6. should have   you're

7. you are   you'd

8. was not   should've

9. that is   we're

10. I will   we'd

C. Use the contractions in Activity B to finish the sentences. Not all of them will be used.

1. The boy _____ finished his dinner before he went outside to play.

2. _____ go to the play if you want me to go.

3. It _____ a good idea to feed the dog fruit.

4. _____ the best football player I know.

5. I _____ go to school today. I'm sick.

Lesson 63: Contractions

Write each contraction as two words.

won't	we'll	I'd
she'll	let's	aren't
could've	it's	she'd

Aren't you going to come with me?
I'd like that.

Lesson 63: Contractions

Write each contraction as two words.

they'll	don't	let's
should've	there's	you'd
we've	wouldn't	we're

Don't put the tape on the desk. Let's put it over there.

Lesson 63: Contractions

Write each contraction as two words.

you're	he'd	weren't
that's	we'd	I've
haven't	they've	he'll

I've got to make a cake for Sam.
He'll like it.

Lesson 63: Contractions

Write each contraction as two words.

who'd	she'll	they've
we're	hasn't	I'd
didn't	what's	we'd

Pam hasn't seen the blue van. She'll go look for it.

Make a contraction from each pair of words.

were not   she had   he is

you have   are not   they are

he will   we would   who is

We would like to go to the ball game. We are not going to be late.

Lesson 63: Contractions

Make a contraction from each pair of words.

should not   I am   will not

we have   here is   she had

it will   I would   let us

Here is the cap for the milk jug. We should not risk letting the jug spill.

Make a contraction from each pair of words.

could have   they had   I am

you would   it is   do not

you will   is not   you had

I do not see the dress on the bed. You could have left it at the mall.

Make a contraction from each pair of words.

they will   what is   they would

we have   has not   we are

let us   he had   were not

We have come to help with the fence. Let us get some nails.