

*ReadingHorizons*  
**ELEVATE**®

## **Student Packet**

Digraph Words with Plural Endings  
Adding Suffixes to Words Ending in Y

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 \_\_\_\_\_.

## Digraph Words with Plural Endings

## Skills Review

- A plural means more than one. To form a plural, *s* or *es* is added to the end of a word. (Remember that to form a plural, add an *-s* to most words ending in a consonant and an *-es* to words ending in *s*, *ss*, *zz*, or *x* [*hats*; *dresses*; *buzzes*; *boxes*].)
- Add the plural *-es* to words ending with the Digraphs *ch* or *sh* (*lurches*; *wishes*).

## DECODING

When adding the plural ending:

- 1) Prove the base word first.
- 2) Rewrite the word with the ending.
- 3) Underline the ending.

dish  


dishes

peach  


peaches

A. Underline the plural ending in each word.

beaches

lurches

itches

watches

B. Prove the base word. Rewrite the word with the plural ending. Then underline the plural ending.

Example: dish dishes

1. wish \_\_\_\_\_

2. coach \_\_\_\_\_

3. ranch \_\_\_\_\_

4. teach \_\_\_\_\_

5. bench \_\_\_\_\_

6. match \_\_\_\_\_

## Digraph Words with Plural Endings

### APPLICATION ACTIVITIES

A. Choose the word from the box that fits best to complete the poem.

benches	coaches	speeches
crashes	peaches	wishes

My friend and I needed to take a day off.  
 We decided to go some beaches.  
 We packed a lunch with all sorts of food,  
 Including a bag of ripe \_\_\_\_\_<sub>1.</sub>

We couldn't find the entrance to the first beach.  
 We kept running into some trenches.  
 We decided to simply jump over them,  
 And set up our stuff near some \_\_\_\_\_<sub>2.</sub>

We had a great day just relaxing —  
 No homework or washing dishes.  
 We swam, took a nap, and just talked.  
 I'd been granted one of my fondest \_\_\_\_\_<sub>3.</sub>!

B. Circle all of the words that need an *es* to make them plural.

hat	ash	ranch	brick	bunch
lunch	car	match	plate	wish

## Lesson 79: Digraph Words with Plural Endings

Add -s or -es to each word.

+bench      +flock      +oath  
+block      +beach      +lunch  
+trench      +dish      +wish

There are many benches on these three blocks where people eat their lunches.

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## Lesson 79: Digraph Words with Plural Endings

Add -s or -es to each word.

+flash      +dish      +wish  
+latch      +myth      +stitch  
+track      +speech      +peach

He washes the peaches before putting them in the dishes.

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## Lesson 79: Digraph Words with Plural Endings

Add -s or -es to each word.

+birth      +batch      +kick  
+torch      +ditch      +crash  
+ranch      +lash      +stack

Torches are used on ranches to help with fixing ditches in the dark.

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## Lesson 79: Digraph Words with Plural Endings

Add -s or -es to each word.

+wish      +path      +crash  
+lunch      +batch      +stitch  
+deck      +peach      +rock

On Friday he washes three batches of peaches for the lunches.

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## Lesson 79: Digraph Words with Plural Endings

Add -s or -es to each word.

+patch    +lash    +path  
+bath    +ranch    +graph  
+bench    +stick    +wish

You can see on the graphs where the patches of trees are in the park paths.

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## Lesson 79: Digraph Words with Plural Endings

Add -s or -es to each word.

+branch    +path    +attack  
+bench    +lash    +stack  
+speech    +inch    +wish

People will give speeches about donating things to grant the wishes of kids.

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## Lesson 79: Digraph Words with Plural Endings

Add -s or -es to each word.

+crutch    +pack    +dish  
+wish    +lunch    +watch  
+inch    +birth    +snack

He packs lunches for the kids every night. They like the snacks he puts in them.

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## Lesson 79: Digraph Words with Plural Endings

Add -s or -es to each word.

+inch    +sock    +dish  
+wish    +beach    +cloth  
+branch    +path    +stack

After the storm, people came to move branches stacked on the beaches.

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# Thunderstorms

Thunderstorms are remarkable forces of nature, and they can be very dangerous. Sometimes thunderstorms bring rain, snow, or hail, but they can also occur without anything falling from the sky. However, they can still be dangerous because of the lightning.

Have you ever seen lightning in the distance, then heard thunder, and wondered what was happening in the clouds? Many old legends attempt to explain thunder and lightning. One of these legends says that when there is thunder and lightning, there are creatures fighting in the sky. In reality, both lightning and thunder are caused by a release of natural energy.

Thunderstorms begin with clouds. Clouds are formed when warm air rises into cold air. This warm air carries tiny drops of water. As the warm air reaches the cold air, it cools down. As the warm air cools, the tiny drops of water, called *water vapor*, release energy. This release of energy warms the air again, which causes the air to rise some more. This process of warm air cooling makes clouds. If the process continues long enough, it makes a type of cloud that can cause thunderstorms. This type of cloud is thick, wide, and tall.

When these clouds form, the warm air begins to spread out, and all of the water vapor begins to freeze. When the water vapor becomes ice, it begins to fall. Usually, the ice melts and becomes rain before it hits the ground. As more and more rain falls, a rainstorm begins.

Thunderstorms occur when these clouds form very quickly. Inside the clouds are positive and negative particles. The positive particles in the cloud move higher, and the negative particles in the cloud move lower. Then, the negative particles in the cloud become attracted to the positive particles on the ground. This attraction causes the negative particles to rush to the ground. As the cloud's negative particles move toward the ground, the positive particles on the surface of the ground leap into the air. When these positive and negative particles hit each other, they release a large amount of energy. This release of energy produces a very bright light and heats the surrounding air to a temperature between 30,000 and 50,000 degrees Fahrenheit (about 17,000 and 28,000 Celsius). This release of energy is called *lightning*.

*Continued on the next page.*



*weather*

Lexile®: 920L  
Word Count: 622

Time: \_\_\_\_\_

## Thunderstorms (continued)

Lightning heats the air, which then expands very quickly. The expanding air causes a loud sound that we hear as thunder. The sequence of lightning and thunder happens in less than one **millionth** of a second! Think of the last time you saw lightning and heard thunder. You probably remember that you saw the lightning a few seconds before you heard the thunder. This is because light moves faster than sound. So, if the lightning was far enough away, the light reaches your eyes before the sound reaches your ears.

Because light travels faster than sound, the amount of time between lightning and thunder can show how far away the lightning is. Thunder will be about five seconds behind lightning for every mile (1.6 kilometers) between a person and the lightning. For example, if a person sees lightning and then hears thunder ten seconds later, the person is about two miles away from the lightning.

Lightning can be very dangerous! If a thunderstorm starts when you are outside, the best thing for you to do is to go inside so that you can stay safe. Lightning is attracted to tall objects, so if you are far from an indoor location, it is best to find a low spot in the ground, such as a ditch, and lie down there until the storm is over. Thunderstorms can be amazing forces of nature, but they are best enjoyed from a safe location.

# Thunderstorms

## Comprehension Questions

Circle the best answer.

- The main purpose of this passage is to explain
  - the science of thunderstorms.
  - the dangers of thunderstorms.
  - how thunderstorms help people.
  - how scientists study thunderstorms.
- According to the author, one legend suggests that thunder and lightning are caused by
  - a race with flying horses.
  - a fight between creatures.
  - a star falling from the sky.
  - a fire that starts in the clouds.
- A thunderstorm can occur when a cloud
  - blows across cold ground.
  - slowly collects ice and rain.
  - rises and cools very quickly.
  - becomes so hot that it disappears.
- Lightning is caused when negative particles from a cloud
  - touch the negative particles of the sun's rays.
  - connect with positive particles from the ground.
  - are lost as negative particles in warm air blows below.
  - are released into the positive particles of another cloud.
- We can infer that someone who sees lightning and hears thunder at about the same time
  - is very close to the location of the lightning.
  - is safe from the negative effects of lightning.
  - is very far from the location of the lightning.
  - is likely to have imagined seeing the lightning.
- The author concludes the passage by
  - sharing a story about a rescue.
  - mentioning a famous scientist.
  - offering safety advice to readers.
  - encouraging readers to study more.
- A *millionth* (paragraph 6) is a very
  - loud sound.
  - bright light
  - large object.
  - small amount.

## Adding Suffixes to Words Ending in Y

## Skills Review

- When a word ends in an *adjacent vowel* with *y*, just add an *-s* to form plurals or verb endings (*days*; *keys*).
- When *y* follows a *consonant* at the end of the word, the *y* must be changed to *i* before adding the suffixes *-ed*, *-er*, *-es*, or *-est* (*pony/ponies*).
- When adding the suffix *-ing*, the *y* must remain because the *i* in *-ing* does not have the sound of *i* (*satisfy/satisfying*); the *i* is part of the suffix.

## DECODING

Prove the base word. Then rewrite the word, adding and underlining the suffix.

day      days

baby      babies

dry      drying

A. Prove the base word. Then underline the suffix added to that word.

happy    happiest    dry    dries    pony    ponies

## READING

Read the paragraph. Notice the words that have a suffix.

Jill stopped crying and dried her eyes. It had been days since she got the sad news. Though she knew a good cry could be satisfying sometimes, she could see that it was only multiplying her problems. She decided to focus her efforts on feeling happier.

## Adding Suffixes to Words Ending in Y

### APPLICATION ACTIVITIES

A. Write the base word of each word with a suffix.

1. crying cry

2. dried \_\_\_\_\_

3. days \_\_\_\_\_

4. satisfying \_\_\_\_\_

5. multiplying \_\_\_\_\_

6. happier \_\_\_\_\_

B. Write the word in the blank, adding the suffix to correctly complete the sentence.

1. My nephew is the happiest baby I have ever seen. (happy)

2. My sister is \_\_\_\_\_ soccer on Saturday mornings. (play)

3. The girl \_\_\_\_\_ her room before the guests arrived. (tidy)

4. The three \_\_\_\_\_ galloped together across the field. (pony)

5. My son hid my \_\_\_\_\_ so he wouldn't have to go to school. (key)

C. Circle the words that have the suffix added correctly. Cross out the words that are spelled incorrectly. Then look at the first letter of each word you circled and fill in the missing letters to complete the phrase below.

grayest ~~ponyes~~ trying ladyes worries

strayes happyer rays keys multiplied

G r e a \_\_\_\_\_ o \_\_\_\_\_ !

## Lesson 85: Adding Suffixes to Words Ending in Y

+toy	(add -s or -es)	+duty
+sway	+baby	
+play	(add -ed or -ing)	+stay
+reply	+dry	
+needy	(add -er or -est)	+lacy
+sunny	+tiny	

Sunnier days are great for playing outside.

## Lesson 85: Adding Suffixes to Words Ending in Y

+fry	(add -s or -es)	+lady
+candy	+navy	
+decay	(add -ed or -ing)	+play
+cry	+stray	
+trendy	(add -er or -est)	+hazy
+misty	+gray	

The crying man had mistier eyes than I did.

## Lesson 85: Adding Suffixes to Words Ending in Y

+tray	(add -s or -es)	+monkey
+sky	+try	
+sway	(add -ed or -ing)	+stray
+imply	+spy	
+trendy	(add -er or -est)	+fancy
+windy	+cozy	

Your dress is fancier and trendier than mine.

## Lesson 85: Adding Suffixes to Words Ending in Y

+bray	(add -s or -es)	+toy
+fly	+dry	
+stay	(add -ed or -ing)	+farry
+reply	+apply	
+happy	(add -er or -est)	+droopy
+gray	+hazy	

If it's hazier tonight, we won't see the stars.

## Lesson 85: Adding Suffixes to Words Ending in Y

+tray	(add -s or -es)	+way	+deny	+pony
+supply	(add -ed or -ing)	+spy	+decay	+apply
+windy	(add -er or -est)	+shiny	+tiny	+wavy

She has the shiniest, waviest hair I have seen.

## Lesson 85: Adding Suffixes to Words Ending in Y

+fly	(add -s or -es)	+spray	+spy	+baby
+relay	(add -ed or -ing)	+deny	+rely	+stay
+fancy	(add -er or -est)	+happy	+needy	+lacy

These twin babies seem needier than their sister was.

## Lesson 85: Adding Suffixes to Words Ending in Y

+joy	(add -s or -es)	+spy	+spray	+monkey
+sway	(add -ed or -ing)	+apply	+cry	+play
+happy	(add -er or -est)	+tiny	+silly	+nasty

The happiest student applied for the job.

## Lesson 85: Adding Suffixes to Words Ending in Y

+gravity	(add -s or -es)	+sky	+supply	+bay
+deny	(add -ed or -ing)	+sway	+stay	+rely
+wavy	(add -er or -est)	+happy	+sunny	+risky

During our vacation, we had the sunniest skies.



history, culture, health, Africa

Lexile®: 790L  
Word Count: 423

Time: \_\_\_\_\_

## Mummies

In Egypt, a team of scientists find a pyramid. Inside, they discover a room with treasures—but it also includes a mummy who wakes from a deep sleep and comes to life. It wants to protect its treasure and will stop anyone in its way. Beware this terrible monster!

Does this sound like a movie you have seen? For many years, the mummy has been a popular and scary movie monster. In reality, a mummy is not a monster. It is the body of a person who has died.

Normally, a person's body decomposes after death. This means that bacteria rots all of the body parts, such as hair, skin, and muscles. Within a few months, the body becomes a bare skeleton.

Sometimes, a body does not **decompose** if it is trapped in ice or buried under the sand. When this happens, there are no bacteria to decompose the body. These situations create a natural mummy. This means that the body parts, including skin and hair, remain on the skeleton.

Some cultures, including the culture of ancient Egypt, made mummies through a process called *embalming*. Ancient Egyptians began the practice of embalming mummies more than 5,000 years ago. Ancient Egyptians believed in a life after death. They believed that dead people would need to use their bodies again someday. This is why they embalmed kings and other rulers after they died. Sometimes other important and rich people could afford to be embalmed.

In ancient Egypt, the embalming process often took up to 70 days. First, the body was washed and cleaned. All internal organs except the heart were removed and replaced with stuffing. Next, the body was dried with salt to remove all water. After 40 or 50 more days, the body was wrapped in linen cloths and placed in a sheet. Last, the body was put in a stone coffin, which is a special box for storing dead bodies. Treasure and food were placed with the coffin. At times, a person's animals, such as cats, dogs, or even cows, were embalmed along with the human mummy.

Other cultures also made mummies. In Peru and Chile, the Incas embalmed their dead. The Han dynasty in China did, too. In addition, mummies have been discovered in Canada, Australia, and Russia. In fact, mummies have been found on all seven continents.

Those who study mummies can learn many important things about the culture that a mummy comes from. In this sense, a mummy is hardly a monster. But it could be considered a history teacher!

# Mummies

## Comprehension Questions

Circle the best answer.

1. This passage is mainly about
  - a. a type of dead body.
  - b. the history of Egypt.
  - c. a new clothing style.
  - d. the life of an old king.
2. A natural mummy can be created if a body is
  - a. frozen in ice.
  - b. left in the sun.
  - c. wrapped in a cloth.
  - d. dropped into the sea.
3. Egyptians embalmed bodies because
  - a. they believed that the dead would need their bodies again.
  - b. they wanted to punish their leaders for making mistakes.
  - c. they thought that the smell of decomposing bodies was bad.
  - d. they did not have room to bury the bodies in the ground.
4. The Egyptian embalming process often took
  - a. less than 40 days.
  - b. about 40 years.
  - c. up to 70 days.
  - d. close to 70 years.
5. We can infer that the author's feeling towards this topic is
  - a. fear.
  - b. anger.
  - c. interest.
  - d. confusion.
6. The author introduces this topic by
  - a. telling a scary story.
  - b. defining important words.
  - c. describing a famous person.
  - d. comparing different cultures.
7. To *decompose* (paragraph 4) means to
  - a. look scary.
  - b. grow longer.
  - c. become rotten.
  - d. carefully cover.

## Most Common Words List 19

## Skills Review

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

## Most Common Words List 19

hear      stop      without      second      later      miss      idea  
enough      eat      face      watch      far      really      almost      let

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

Example: adie idea

- |           |       |           |       |             |       |
|-----------|-------|-----------|-------|-------------|-------|
| 1. ghoun  | _____ | 6. ecaf   | _____ | 11. elt     | _____ |
| 2. hera   | _____ | 7. learly | _____ | 12. condes  | _____ |
| 3. terla  | _____ | 8. sopt   | _____ | 13. arf     | _____ |
| 4. sims   | _____ | 9. tae    | _____ | 14. chawt   | _____ |
| 5. mostal | _____ | 10. eadi  | _____ | 15. thitouw | _____ |

B. Read the story. Circle the Most Common Words from List 19. Words can be used more than once.

When I let myself think about last summer's pie-eating contest, I can almost hear the crowd chanting my name. I remember the moment that the judge, Miss Park, clicked the button to stop her watch. My face was planted in a banana cream pie. But I walked away from the contest without a prize. I was one second behind my competitor; I hadn't been fast enough. Later, I asked myself why I thought entering the contest was such a good idea. I had to eat far too much pie in too short a time, and I felt really sick afterward. Still, it was fun to hear people cheering me on, even though I came in second.

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**Most Common Words List 19**

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C. Choose the correct Most Common Word to complete each sentence, and write it in the blank.

1. Sometimes, I \_\_\_\_\_ myself think about last summer's pie-eating contest. (let/far)
2. I can \_\_\_\_\_ hear the crowd chanting my name. (idea/almost)
3. That year, the judge was \_\_\_\_\_ Park. (Miss/Stop)
4. She used her \_\_\_\_\_ to keep time. (watch/face)
5. When she clicked the button to \_\_\_\_\_ it, I was still eating.  
(stop/enough)
6. My \_\_\_\_\_ was planted in a banana cream pie. (watch/face)
7. Sadly, I went home \_\_\_\_\_ a prize that summer. (really/without)
8. I hadn't been fast \_\_\_\_\_. (enough/idea)
9. My competitor beat me by one \_\_\_\_\_. (second/eat)
10. \_\_\_\_\_, I wondered why I competed. (Let/Later)
11. It wasn't my best \_\_\_\_\_. (watch/idea)
12. Have you ever tried to \_\_\_\_\_ that much pie? (eat/miss)
13. It is \_\_\_\_\_ too much. (far/second)
14. Afterward, I felt \_\_\_\_\_ sick. (without/really)
15. Even so, it was fun to \_\_\_\_\_ so many people cheering for me.  
(hear/stop)

## Most Common Words List 19

hear stop without second later  
miss idea enough eat face  
watch far really almost let

“That’s far enough,” the photographer said. “Just stop there for a second, and turn to face me. The pose is almost perfect now. Without moving your body, just watch my camera and smile. Well done!”

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## Most Common Words List 19

without let hear almost miss  
later stop face second far  
really watch idea enough eat

Chris had a really good idea for a new kind of food to eat. He has been in the kitchen for almost the whole day. He says he will let us all try it later. I can’t wait to taste it, or at least hear the idea!

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## Most Common Words List 19

second almost watch eat enough  
later let really far stop  
idea hear without miss face

The idea behind the game *Corn Hole* is really simple. One player pitches small bags of dried corn or beans onto a raised platform with a hole in it. If the bag goes in the hole, or almost in the hole, a point is scored. After tossing four bags, the first player will stop and let the second player go. Many even enjoy watching without playing.

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## Most Common Words List 19

really later enough without watch  
far face let stop almost  
hear miss eat second idea

I really miss my sister. She moved far away to go to school. I like to hear about all she is learning. It is almost summer, so I will see her face in person soon enough.

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## Most Common Words List 19

stop watch idea face far  
almost second eat hear let  
later without enough really miss

I am really happy. Later today, I will stop at the animal shelter to get a second dog. The people there will give me an idea of how much he needs to eat. I want to hear their advice so I can be sure he gets enough water too.

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## Most Common Words List 19

almost second eat miss enough  
face watch stop really idea  
let hear far later without

I have been training to run a big race. I will have to run really far without help from anyone. As part of my training, I have been eating good foods, and using a watch to check my time down to the second. On race day, I hope all my work is enough.

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## Most Common Words List 19

eat second enough miss really  
hear later far almost without  
idea stop let watch face

The part of a watch that you look at is called its face. The big hand tells minutes, and some even have a way to tell seconds. Mine has a stop watch which lets me time things and a buzzer so I can hear when my timer goes off.

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## Most Common Words List 19

far let second eat really  
without stop watch face miss  
idea later hear almost enough

Can you please stop yelling? I am trying to watch a show, and I can't hear what they are saying. I can watch it again later, but I don't want to miss a single second.

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