

ReadingHorizons  
**ELEVATE**®

## Student Packet

Adding Suffixes to Phonetic Skills 1 and 2  
Three Sounds of *-ED*

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 \_\_\_\_\_.

## Adding Suffixes to Phonetic Skills 1 and 2

## Skills Review

- A *suffix* is one or more letters added to the end of a word.
- Sometimes, adding a suffix to a word makes a new word or changes the part of speech.
- To add the suffixes *-ing*, *-ed*, *-er*, and *-est* to Phonetic Skill 1 words, double the consonant before adding the ending.
- If a Phonetic Skill 1 word ends in a Digraph, simply add the suffix.
- To add the suffixes *-ing*, *-ed*, *-er*, and *-est* to Phonetic Skill 2 words, words that end in *x*, and words that end in Special Vowel Combinations, just add the suffix.

## DECODING

To prove words with suffixes:

1. Prove the base word.
2. Rewrite the word with the suffix. (Check for two consonants before adding the suffix.)
3. Underline the suffix.

hōp<sup>\*</sup>  
x hopping

tēst<sup>\*\*</sup>  
x tested

A. Underline the suffix in each word.

clapping      bumped      lifting      fastest      smaller

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

Example: sit<sup>\*</sup> (-ing) sitting

1. slip (-ing) \_\_\_\_\_
2. plant (-er) \_\_\_\_\_
3. rust (-ed) \_\_\_\_\_
4. buzz (-ing) \_\_\_\_\_
5. big (-est) \_\_\_\_\_
6. fix (-ing) \_\_\_\_\_

## Adding Suffixes to Phonetic Skills 1 and 2

### APPLICATION ACTIVITIES

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

Example: hopping hop

1. winning \_\_\_\_\_

5. jumped \_\_\_\_\_

2. fastest \_\_\_\_\_

6. taller \_\_\_\_\_

3. stronger \_\_\_\_\_

7. running \_\_\_\_\_

4. smallest \_\_\_\_\_

8. twitched \_\_\_\_\_

B. Complete the sentences with the correct word.

clapped

smaller

hottest

asked

camping

1. This summer is the \_\_\_\_\_ one in years.

2. She \_\_\_\_\_ if she could come.

3. Raj is \_\_\_\_\_ in the hills with a tent.

4. Sam \_\_\_\_\_ at the end of the show.

5. My cat is \_\_\_\_\_ than your cat.

C. Draw a circle around the words that need the final consonant doubled before adding one of the appropriate suffixes *-ing*, *-ed*, *-er*, or *-est*. Underline the words in which the suffix can just be added.

flat

hunt

fix

stop

bend

snag

split

limp

plot

tend

stuff

plan

sift

trip

set

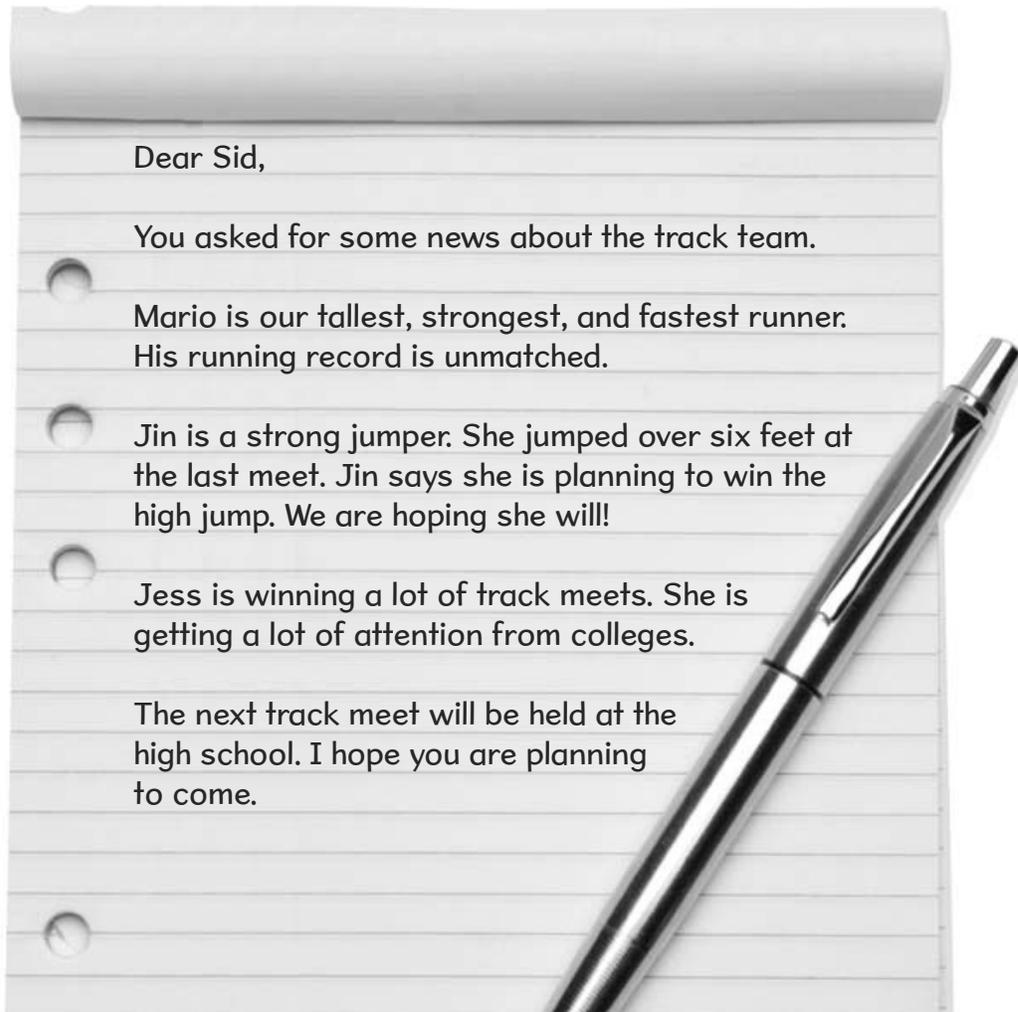
---

**Adding Suffixes to Phonetic Skills 1 and 2**

---

**READING**

Read the letter. Notice the Phonetic Skill 1 and Phonetic Skill 2 words with suffixes.



## Lesson 36: Adding Suffixes to Phonetic Skills 1 and 2

---

### *Phonetic Skill 1 (add -ed, -ing)*

+fix +grab +tug +hop +pet  
+cram +stop +plug +hum +clip

### *Phonetic Skill 2 (add -ed, -ing)*

+rest +hunt +bond +clasp +mend  
+rust +hump +miss +camp +dust

He grabbed and tugged at the tent post.

## Lesson 36: Adding Suffixes to Phonetic Skills 1 and 2

---

### *Phonetic Skill 1 (add -ed, -ing)*

+trip +beg +clip +drum +box  
+fib +snag +snap +stop +hug

### *Phonetic Skill 2 (add -ed, -ing)*

+milk +pass +huff +stamp +hunt  
+sift +tend +stuff +trust +fund

When he tripped, he snagged his pant leg.

## Lesson 36: Adding Suffixes to Phonetic Skills 1 and 2

---

### *Phonetic Skill 1 (add -ed, -ing)*

+skin +plug +stop +slip +trap  
+scan +blot +tan +hum +flap

### *Phonetic Skill 2 (add -ed, -ing)*

+squint +staff +golf +clasp +trust  
+pass +stamp +land +hunt +dust

When Dad went golfing, his ball landed in the pond.

## Lesson 36: Adding Suffixes to Phonetic Skills 1 and 2

---

### *Phonetic Skill 1 (add -ed, -ing)*

+trim +plot +hum +hop +top  
+strap +spin +mix +clip +bat

### *Phonetic Skill 2 (add -ed, -ing)*

+rest +sift +bump +hint +plant  
+buzz +clasp +fizz +stuff +dump

He trimmed the grass and planted the bulbs.

## Lesson 36: Adding Suffixes to Phonetic Skills 1 and 2

---

### *Phonetic Skill 1 (add -ed, -ing)*

+cram +stop +plug +hum +sub  
+drum +clap +tip +tug +top

### *Phonetic Skill 2 (add -ed, -ing)*

+stomp +plant +mist +limp +tend  
+press +blend +print +ask +dust

Frank was humming as he drummed.

## Lesson 36: Adding Suffixes to Phonetic Skills 1 and 2

---

### *Phonetic Skill 1 (add -ed, -ing)*

+hop +grab +plot +plug +pet  
+strap +spin +snap +clip +bat

### *Phonetic Skill 2 (add -ed, -ing)*

+jump +hunt +land +trust +help  
+stomp +milk +puff +buzz +mend

He grabbed his ax and helped cut logs.

## Lesson 36: Adding Suffixes to Phonetic Skills 1 and 2

---

### *Phonetic Skill 1 (add -ed, -ing)*

+scan +blot +fix +hum +flap  
+strap +spin +rub +clip +bat

### *Phonetic Skill 2 (add -ed, -ing)*

+sand +hunt +slump +dress +buzz  
+milk +lift +camp +tend +dust

When I was dusting the steps, she was sanding  
the deck.

## Lesson 36: Adding Suffixes to Phonetic Skills 1 and 2

---

### *Phonetic Skill 1 (add -ed, -ing)*

+tan +grab +grin +hop +hum  
+slam +bug +mix +tip +stop

### *Phonetic Skill 2 (add -ed, -ing)*

+sprint +wilt +dress +clasp +frost  
+pass +lift +buff +stomp +hint

He sprinted and passed the fast runner.



*jobs, oceans*

Lexile®: 420L  
Word Count: 185

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

## Lifeguards

Swimming is fun. It is a great way to spend time in the sun. But the water can also be dangerous. If people are not good swimmers, they could **drown**. This means that they cannot get air. They could die. It is good that there are people who protect swimmers. These people are lifeguards.

Some lifeguards work at a swimming pool. Some lifeguards work at a beach or lake. They sit in a tower or a tall chair. They watch swimmers. They look for signs of danger. If they see a person who needs help, they will save that person. They will also look for other problems.

Lifeguards must be trained. They must be excellent swimmers. They must practice saving people in the water. They must learn first aid. This means that they can help if someone gets sick or hurt.

A lifeguard wears a swimsuit. A lifeguard might also wear a hat. Some lifeguards wear sunglasses. In an emergency, lifeguards must be ready. They will need to jump into the water quickly. Lifeguards keep swimmers safe. If you see a lifeguard, say thanks!

# Lifeguards

## Comprehension Questions

Circle the best answer.

1. This passage is mostly about people who
  - a. build chairs.
  - b. make clothes.
  - c. help swimmers.
  - d. care for animals.
  
2. At work, a lifeguard usually sits
  - a. in a car.
  - b. up high.
  - c. at a table.
  - d. on the ground.
  
3. Lifeguards use first aid to
  - a. stay out of the hot sun.
  - b. swim faster in the water.
  - c. help people who are hurt.
  - d. see people who are far away.
  
4. A lifeguard usually wears
  - a. a big coat.
  - b. long pants.
  - c. a swimsuit.
  - d. black shoes.
  
5. If a person is *drowning* (paragraph 1), that person
  - a. likes to wear a big hat.
  - b. does not have enough air.
  - c. works at a swimming pool.
  - d. does not like to go to the beach.



# The Human Brain

The human brain acts as the computer, or control center, for the body. It is an important and amazing part of our bodies. Just think of the many functions that our brains complete each day—even when we are not thinking about these things! Brains control physical movement, blood pressure, body temperature, breathing, and heart rate. Brains receive and make sense of all of the information that we hear, see, smell, taste, and touch.

Our brains are the homes of our minds and our personalities. They help us think and solve problems. They give us the ability to imagine new things and then create them. Brains let us express ideas through speech, writing, art, or other forms of communication. Brains help us to feel emotions, to dream, and to learn new things.

The brain is part of the body's central nervous system. This system also includes the spinal cord, which is located on the back (in the spine), and the peripheral nerves which stretch out to all the parts of the human body. The nervous system is in charge of all of the conscious and unconscious operations of the body. The study of the nervous system is called *neurobiology*, or *neuroscience*, and people who study the nervous system are called *neurobiologists*, or *neuroscientists*.

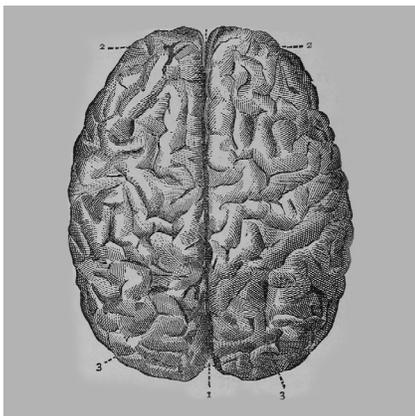
There are many different parts to the brain. Some parts of the brain control our heart, lungs, and stomach. Other parts help control the movement of our **limbs**—our arms and legs. And other parts of the brain help us to eat, drink, feel, think, and remember.

The average human brain weighs about 3 pounds (about 1.5 kilograms) and is about 6 inches (about 15 centimeters) long. In comparison, an elephant has a brain that weighs about 13 pounds (about 6 kilograms). A lion has a brain that weighs about 0.5 pounds (about 0.25 kilograms). And a goldfish's tiny brain weighs less than a tenth of a gram!

The human brain contains, or is composed of, about 100 billion tiny nerve cells called neurons. The neurons send and receive signals. They communicate through trillions of connections called synapses. If we think of the brain as a computer, then neurons are like the wires that send information between parts of the computer. There are different types of neurons with special functions. Motor neurons also take messages from the central nervous system toward the outer parts of the body, such as the skin and muscles. For example, motor neurons control muscle movement. In contrast, sensory neurons carry messages from the outer parts of the body back to the central nervous system. Interneurons, a third type of neuron, connects a series of neurons within the central nervous system.

Because the brain is such an important part of the body, brain injuries and illnesses can be very serious. A stroke occurs when blood or oxygen is blocked from reaching part of the brain. This can result in a loss of motor control or other problems. Other brain illnesses, like dementia, affect the memory. Memory loss can occur when nerve cells in the brain die or do not work as they should. Some people, including athletes, may also suffer a concussion, which is a brief interruption in brain function resulting from a bump or hit to the head. Cyclists wear helmets, and construction workers wear hard hats to protect their heads, and their brains, from injury.

Your brain is an important part of your body. Take care of it!



*health*

Lexile®: 950L  
Word Count: 578

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

# The Human Brain

## Comprehension Questions

Circle the best answer.

1. The main idea of this passage is that
  - a. our brains allow us to imagine and invent.
  - b. human brains are larger than animal brains.
  - c. the human brain is complex and important.
  - d. the brain changes from childhood to adulthood.
2. The average human brain weighs
  - a. less than 1 gram.
  - b. close to 250 grams.
  - c. about 1.5 kilograms.
  - d. over 6 kilograms.
3. Motor neurons
  - a. can be found inside the brain.
  - b. send messages toward muscles.
  - c. take messages back to the brain.
  - d. are tiny connectors inside a synapse.
4. A person with dementia is most likely to
  - a. feel cold even on a hot summer day.
  - b. get an itchy feeling on the arms and legs.
  - c. have difficulty remembering recent events.
  - d. be unable to sleep throughout the whole night.
5. We can infer that the information in the passage probably came from
  - a. farmers.
  - b. scientists.
  - c. math teachers.
  - d. clothing designers.
6. The author mentions cyclists (paragraph 7) to emphasize the need to
  - a. exercise daily.
  - b. breathe fresh air.
  - c. protect the head.
  - d. spend time with friends.
7. *Limbs* (paragraph 4) refer to
  - a. eyes and ears.
  - b. arms and legs.
  - c. blood and oxygen.
  - d. nerves and neurons.

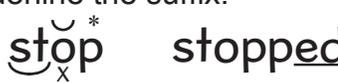
Three Sounds of **-ED****Skills Review**

- The suffix **-ed** has three sounds. The sound of the consonant that immediately precedes **-ed** determines the correct pronunciation of the suffix **-ed**.
- Following voiceless letters (⊖) (such as *f, k, p, s, x*), the sound is /t/ (*skipped*).
- Following voiced letters (⊕) (such as *n, m, b, g, v, l, z*, and vowels), the sound is /d/ (*sobbed*).
- When words end in *t* or *d*, the sound of **-ed** is /ɪd/ (*planted; ended*).

**DECODING**

When decoding words with the suffix **-ed**:

1. Write and prove the base word.
2. Rewrite the word with the suffix. (Check for two consonants before adding the suffix.)
3. Underline the suffix.




A. Underline the suffix in each word.

mixed      buzzed      ended      landed      pressed

B. Prove the base word. Rewrite the word with the suffix **-ed**. Then underline the suffix.

Example:  mixed

1. hum \_\_\_\_\_

4. buzz \_\_\_\_\_

2. smell \_\_\_\_\_

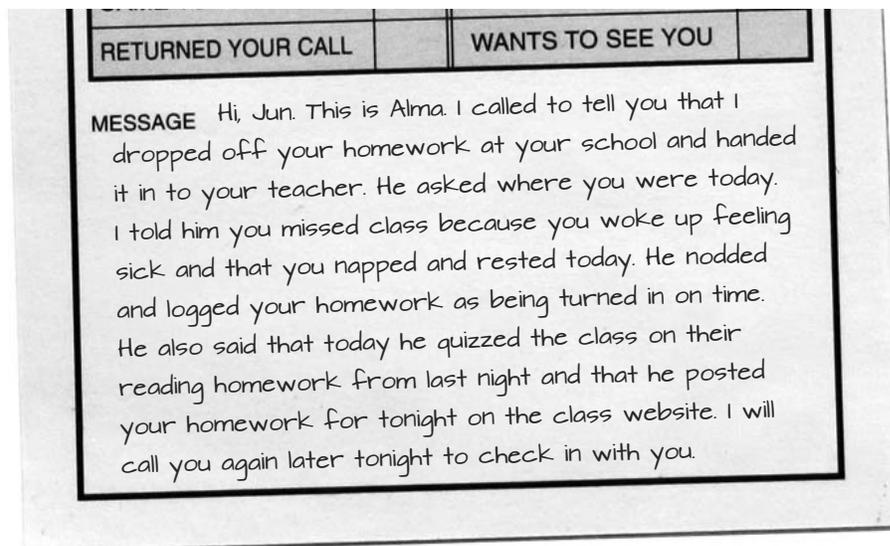
5. step \_\_\_\_\_

3. stress \_\_\_\_\_

6. ask \_\_\_\_\_

**READING**

Read the phone message. Notice the words with the suffix **-ed**.



## Three Sounds of -ED

### APPLICATION ACTIVITIES

A. Circle the final consonant. Write the voiceless symbol ( $\ominus$ ) in the blank if the circled letter is voiceless. Write the voiced symbol ( $\textcircled{v}$ ) in the blank if the circled letter is voiced.

Example: drop  $\textcircled{p}$   $\ominus$

1. call \_\_\_\_\_

4. fix \_\_\_\_\_

7. dress \_\_\_\_\_

2. rub \_\_\_\_\_

5. help \_\_\_\_\_

8. bag \_\_\_\_\_

3. stop \_\_\_\_\_

6. trip \_\_\_\_\_

9. trim \_\_\_\_\_

B. Write the words under the correct column. If the suffix *-ed* is pronounced like the voiceless /t/, write the word under the “/t/ ( $\ominus$ )” column. If the suffix *-ed* is pronounced like the voiced /d/, write the word under the “/d/ ( $\textcircled{v}$ )” column. If the suffix *-ed* is pronounced /id/, write the word in the “/id/” column. (Letters between slash marks “/ /” represent sounds.)

~~added~~

dropped

fitted

grabbed

pulled

bagged

ended

fixed

jumped

stopped

buzzed

filmed

frosted

dressed

tested

/t/ ( $\ominus$ )	/d/ ( $\textcircled{v}$ )	/id/
		added

## Lesson 40: Three Sounds of -ED

Underline the suffix. Is the ending sound /d/, /t/, or /ɪd/?

called    clapped    planted  
stopped    tested    filmed  
landed    trapped    skilled  
rushed    fixed    plugged

She fixed the sink that was plugged up.  
When the film ended, they all clapped.

## Lesson 40: Three Sounds of -ED

Underline the suffix. Is the ending sound /d/, /t/, or /ɪd/?

pulled    fixed    rushed  
taxed    trusted    tanned  
mended    hummed    trimmed  
padded    passed    hopped

She rushed as she trimmed the grass.  
Dad hummed as he fixed the tub.

## Lesson 40: Three Sounds of -ED

Underline the suffix. Is the ending sound /d/, /t/, or /ɪd/?

spilled    flipped    squinted  
tripped    spotted    hummed  
sanded    hugged    dimmed  
planned    taxed    splashed

When Clint tripped, a bit of milk splashed on  
the rug.  
Max squinted so he could see the spotted fox.

## Lesson 40: Three Sounds of -ED

Underline the suffix. Is the ending sound /d/, /t/, or /ɪd/?

stunned    spanned    planted  
fixed    rusted    jammed  
landed    flagged    stretched  
dumped    mixed    dressed

Ken was stunned to find his spotted  
dog missing.  
The man fixed his rusted van.

## Lesson 40: Three Sounds of -ED

Underline the suffix. Is the ending sound /d/, /t/, or /ɪd/?

scrubbed    boxed    mended  
pumped    skipped    buzzed  
golfed    clashed    trusted  
rented    bolted    padded

He scrubbed all the cups and boxed them up.  
He rented a club when he golfed.

## Lesson 40: Three Sounds of -ED

Underline the suffix. Is the ending sound /d/, /t/, or /ɪd/?

flapped    stamped    wished  
ended    squinted    smelled  
stopped    asked    printed  
drilled    fixed    rubbed

He printed the map and stamped the box.  
Jeff stopped and asked for help.

## Lesson 40: Three Sounds of -ED

Underline the suffix. Is the ending sound /d/, /t/, or /ɪd/?

tugged    tipped    splashed  
planted    sanded    hummed  
buzzed    flossed    slimmed  
mixed    fixed    mended

Greg fixed and mended the old tent.  
Jen hummed as she flossed.

## Lesson 40: Three Sounds of -ED

Underline the suffix. Is the ending sound /d/, /t/, or /ɪd/?

hugged    ended    rusted  
stopped    spotted    fanned  
asked    hatched    slipped  
noddled    taxed    called

I stopped and hugged her.  
The spotted egg hatched in the nest.



## Dancing

Dancing has been enjoyed for thousands of years. Many people love to dance. To dance means to move the body to a rhythm or a beat. It can be a form of art. People like to dance for many different reasons. It can be fun! It can be a great way to exercise. It can be a way to celebrate with family and friends.

Some dances tell a story. Ballet and jazz are two examples. Some dances are for a large group, such as line dancing. Some dances are for couples, such as salsa or waltz. Other dances are meant to be done alone. Dancing is also a way in which people can speak without words. This is called body language.

Many cultures have different styles of dance. Salsa comes from Cuba and Puerto Rico. It is a mix of African and Caribbean styles. In the 1960s, many Cubans and Puerto Ricans moved to the United States. They brought salsa with them to New York City. From there, it spread across the world.

The waltz is another dance. It was created in Austria in the 16th century. The term *waltz* comes from a German word. It means “to **glide**” or “to move smoothly.” The people of Austria were the first ones to learn it. In time, everyone else learned the dance, too.

These are just two of the world’s popular dances. Hundreds more like them are being enjoyed around the world each day.



*hobbies, health, culture*

Lexile®: 510L

Word Count: 243

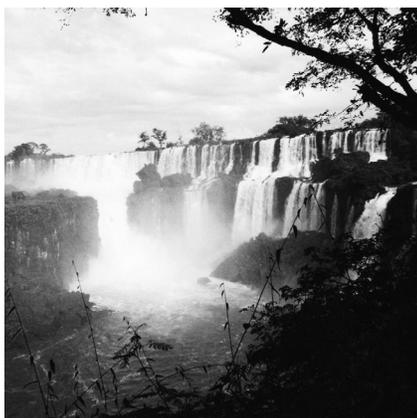
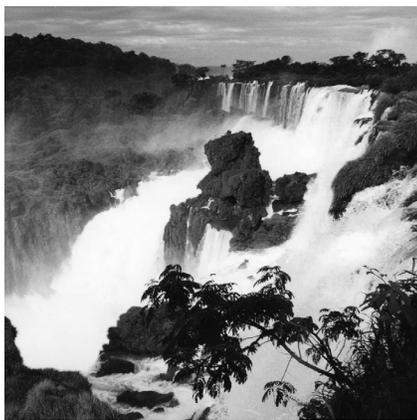
Time: \_\_\_\_\_

# Dancing

## Comprehension Questions

Circle the best answer.

1. This passage is about
  - a. a famous ballet dancer.
  - b. different kinds of dances.
  - c. how to get a job as a dancer.
  
2. A type of dance that tells a story is
  - a. salsa.
  - b. waltz.
  - c. ballet.
  
3. Salsa came to the USA from
  - a. Kenya and Somalia.
  - b. Germany and Austria.
  - c. Cuba and Puerto Rico.
  
4. The waltz was first invented in the
  - a. 1960s.
  - b. Caribbean.
  - c. 16th century.
  
5. To *glide* (paragraph 4) means to
  - a. dance alone.
  - b. get exercise.
  - c. move smoothly.



*geography, Americas,  
myths, landmarks*

*Lexile®: 970L  
Word Count: 599*

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

## Iguazu Falls

Niagara Falls is the site of a famous waterfall in North America. South America has its own famous waterfall called Iguazu Falls. It is one of the most popular tourist attractions on the continent. Just as Niagara Falls forms the border between two countries (Canada and the USA), Iguazu Falls forms the border between the countries of Argentina and Brazil.

At a height of 269 feet (82 meters), Iguazu Falls is taller than Niagara Falls. It is also four times as wide. Iguazu Falls is actually comprised of 275 individual waterfalls that cover 1.7 miles (2.7 kilometers) of the upper Iguazu River. During the rainy season, which occurs between November and March, about 450,000 cubic feet (about 12,750 cubic meters) of water fall each second. At the bottom of the falls, the lower Iguazu River meets the Parana River. This is also the point along the river at which the border between Argentina and Brazil meets the Paraguay border.

Iguazu Falls was formed many years ago as the result of a volcanic eruption that left a large crack in the earth's surface. The word *iguazu* comes from the Guarani language and means "great water." The Guarani people lived in the area before the arrival of Spanish explorers. The first European, a Spanish explorer, learned of the existence of the falls in the year 1541.

A Guarani legend also offers a different explanation for the formation of the falls. According to the legend, a large snake lived in the Iguazu River many years ago. One day, the snake saw a beautiful young woman, from a local village, walking along the river. The snake spoke to the village people. He demanded that the young woman be required to live with him. However, one brave Guarani man loved this woman. He and the woman wanted to be married. They ran away from the village and tried to escape through the river. When the snake saw them in their canoe, he was very angry. He shook his body which caused the ground under the river to split. This action created the falls, and, sadly, the man, the woman, and their canoe were lost in the falls.

Today, both Argentina and Brazil have established national parks on their sides of the falls. Two-thirds of the falls lie in Argentina. However, many people believe that the better view of the falls is from the Brazilian side. In both national parks, visitors may hike trails to explore the dense jungle nearby. More than 500 species of birds, butterflies, fish, mammals, reptiles, and plants live there. Tourists may observe the falls from a boat, bridge, or helicopter.

In the 1960s, the governments of Brazil and Paraguay began a project to build a dam on the Parana River. This dam, called the Itaipu Dam, is a hydroelectric power plant that **harnesses**, or controls and uses, the power of Iguazu Falls. The dam was completed May 5, 1984. In 2008, the plant produced 94,684 megawatts of power, a world record for a dam. It now provides about 90 percent of the electrical power in Paraguay and 19 percent in Brazil. The Itaipu Dam is one of the largest dams in the world. It is 643 feet (196 meters) tall. That is the same height as a 65-story building!

Spring and fall are the best seasons to visit Iguazu Falls. In the summer, the weather is very hot and humid. Visiting in the winter is also not recommended because the water levels are lower than the rest of the year. Those who visit are sure to have a memorable trip.

# Iguazu Falls

## Comprehension Questions

Circle the best answer.

1. This passage is mainly about a
  - a. type of animal.
  - b. terrible accident.
  - c. wonder of nature.
  - d. famous restaurant.
2. The word *iguazu* means a
  - a. young woman.
  - b. Spanish explorer.
  - c. dangerous volcano.
  - d. large amount of water.
3. An ancient legend tells that Iguazu Falls was created by a
  - a. jungle bird.
  - b. large snake.
  - c. terrible storm.
  - d. hunting canoe.
4. The author recommends that tourists visit Iguazu Falls in the
  - a. spring.
  - b. winter.
  - c. evening.
  - d. morning.
5. The passage suggests that Iguazu Falls is surrounded by
  - a. farms.
  - b. forests.
  - c. deserts.
  - d. mountains.
6. The author explains the size of Iguazu Falls (paragraph 2) by comparing it with a
  - a. large skyscraper.
  - b. different waterfall.
  - c. national park in Paraguay.
  - d. legendary creature from Asia.
7. If something *harnesses* (paragraph 6), it
  - a. floats.
  - b. builds.
  - c. shakes.
  - d. controls.