

# Horizons

# Phonics and Reading

# 1

## Teacher's Guide

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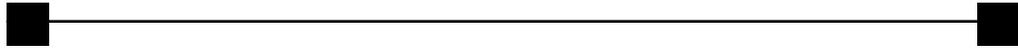
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# Introduction



# Introduction

*Horizons Phonics and Reading Grade 1* is another addition to the exciting and innovative Horizons curriculum line. Just like the other Horizons materials, there are 160 lessons and 16 tests contained in the two student workbooks. An extensive Teacher's Guide provides plenty of tips and teaching strategies. A reduced student page is included in the Teacher's Guide, along with the instructions and information the teacher will need for the lesson.

Language development begins with listening and is followed by speaking. The listening and speaking skills that a child develops during the first years of life prepare them for learning the skills of reading and writing. The reading and writing skills they learn allow them to communicate the sounds they have heard and spoken. This program will capture the interest of young students with the interesting illustrations and colorful pages. Reading skill develops as the students master the phonics concepts. After its initial presentation, each concept appears a second time as a "review" and is reinforced a third time as a "checkup."

Teacher-directed lessons explore the phonetic sounds and guide the students as they practice the concepts. This material will help the student become a proficient reader one step at a time.

Two readers contain stories that follow each lesson. These allow the student to apply the phonics concepts they were taught in the lesson. Memorization of phonics/spelling rules assists the student in recognizing the relationship between letters and speech sounds — a skill that will enable them to decode new words. The phonics and reading program has three major components: **The Student Workbooks**, **The Readers**, and **The Teacher's Guide**.

## The Student Workbooks

*Horizons Phonics and Reading Grade 1, Book One* contains Lessons 1–80, plus a test after every ten lessons.

*Horizons Phonics and Reading Grade 1, Book Two* contains Lessons 81–160, plus a test after every ten lessons.

## The Readers: A Note to Teachers and Parents

The Horizons First Grade Phonics Readers are to be used as a companion to the Horizons First Grade Student Workbooks. For each lesson in the Student Workbooks there is a corresponding story in the Readers. The story will illustrate and demonstrate the primary concept of the lesson. NOTE: Most first grade students should not be expected to read the first forty stories independently. The teacher or parent should read the stories to the student. The student can sound out some of the shorter, single-syllable words. After lesson forty, most first grade students should be able to start reading the stories independently. The student may still require some help with some of the words. The teacher or parent should make word cards for the words that the student does not know. The word cards should be reviewed with the student frequently. As the student's vocabulary increases, the student may be able to go back to the first forty stories and read them independently.

The teacher or parent should ask the student questions before and after reading the story. Help the student anticipate what is going to happen in the story after reading the title or looking at the pictures. There are comprehension questions at the end of each story. The answers to these questions should be discussed. The teacher or parent may have the student write out the answers to the questions if so desired.

At this stage, the skill level of each student will vary. It is not necessary for the student to sound out and read every word in a story. This skill will develop gradually over the course of this unit. Enjoy the learning process as it happens!

## Lesson Preparation

The *Horizons Phonics and Reading Grade 1* program contains a total of 160 lessons. Typically, one lesson should be completed each day during the school year. Prepare for each day by carefully reviewing the material provided in the *Teacher's Guide*. The **Overview** is a summary of the concepts and activities that will be covered in the lesson. The **Materials and Supplies** is a list of what will be needed for the lesson. Get these items assembled before starting class with the students. The **Teaching Tips** are classroom teaching procedures that give special instructions for each activity of the lesson. Take your time in going over these procedures. Thoroughly think through what you will say and do, so that you have a plan in your mind before teaching the lesson to the students. The **Answer Keys** are reduced student pages with answers. These pages allow you to have both the **Teacher Notes** and the **Student pages** in front of you as you teach the lesson.

The students are to complete the activities after you have gone over the instructions, discussed the pictures, and reviewed the words. Allow sufficient time for the students to do each activity before going on to the next. Compliment and encourage the students as they work.

Lesson length will vary from two to four pages of student activities. Doing the four-page lessons at one sitting is not necessary, nor is it recommended. Do the first two pages and take a break or work in another subject. After the break, pass out the second set of pages. Do some review, and then complete the lesson with the students. Each group of students is different, so be flexible and vary the routine.

## Additional Resources in the Teacher's Guide

The following reproducible pages are available in the **Teacher Resources** section of this handbook:

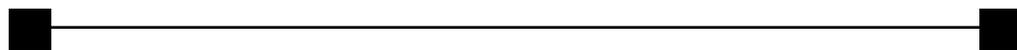
- Alphabet flashcards that may be colored by the students and laminated, if desired.
- Phonics rules flashcards to be used during lesson presentation and/or to be copied for student use:

1. Long vowel sounds
2. Short vowel sounds
3. Silent **e** words
4. Hard and soft sounds of **c** and **g**
5. Consonant digraphs (beginning and ending)
6. Vowel pairs
7. Punctuation
8. Capitalization
9. Compound words
10. Plurals – words ending in **ss, ch, sh, or x**
11. Plurals – words ending in vowel plus **y**
12. Plurals – words ending in **f** and **fe**
13. Suffixes **-ed, -ing, -ful, -ly, -less, -ness, -s, -y**
14. Suffixes **-er** and **-est**
15. Doubling ending consonants and adding suffixes **-ed, -er, -est, -ing**
16. Adding suffixes to words ending in silent **e**
17. Suffixes **-y, -en, -able**
18. Consonant blends (beginning and ending)
19. Vowel digraphs
20. The sounds of **x**
21. Adding **-er** and **-est** to words ending in **y**
22. Contractions
23. R-controlled vowels
24. Vowel diphthongs
25. **Y** as a vowel
26. Synonyms, Antonyms, Homonyms
27. Words with **qu**
28. The sounds of **s**

**NOTE:** The flashcards are numbered for ease of location in the **Teacher Resources** section of the **Teacher's Guide**. The numbers do not necessarily match the lesson numbers.



# Curriculum Overview



# Curriculum Overview

*Horizons Phonics and Reading Grade 1* is a phonetically based word recognition and early reading program. There is a strong emphasis placed on comprehension and language arts skills. Students learn to identify the name and sounds of each letter through picture association.

The use of each individual letter sound blended into words is further reinforced by pictures and printing the letter names. Sentences and stories are introduced immediately. Dolch sight words are incorporated so that comprehension is enhanced. In addition to the reading section, much emphasis is placed on the following:

- spelling
- alphabetizing
- rhyming
- vocabulary development
- sentence structure, including statement, question, and exclamation sentences
- capitalization and punctuation, including quotation marks
- crossword puzzles, stories, and sentences for accurate decoding
- auditory skills in recognizing a spoken word
- diacritical markings
- complete sentence identification
- apostrophe for possession
- contractions

There are several activities associated with each skill. The teacher can choose to expand on the skill by utilizing the accumulation of words for each segment. By using the puzzle approach on the white board with easy-erase markers, a teacher can review and expand the material within the lesson.

Skill presentation in *Horizons Phonics and Reading Grade 1* follows a three-step process:

- Initial presentation
- Review a few lessons later
- Reinforcement of the skill many lessons later entitled “Checkup”

After every tenth lesson, the student is tested to evaluate his or her mastery of the skills presented.

# Horizons Phonics & Reading 1 Lesson List

## Lesson 1

Beginning Consonant/Vowel Sounds

## Lesson 2

Middle Consonant Sounds

## Lesson 3

Ending Consonant Sounds

## Lesson 4

Short Vowel Sounds

## Lesson 5

Long Vowel Sounds

## Lesson 6

Silent e Rule

## Lesson 7

Hard and Soft Sounds of c & g

## Lesson 8

Consonant Digraphs th, ch, wh

## Lesson 9

Vowel Pairs ai, ay, ee, ea

## Lesson 10

Vowel Pairs ie, oa, oe

## Test 1

Lessons 1-10

## Lesson 11

Capitalization & Punctuation

## Lesson 12

Review: Long Vowel & Short Vowel Sounds

## Lesson 13

Compound Words

## Lesson 14

Making Words Plural

## Lesson 15

Suffixes in Short Vowel Words

## Lesson 16

Suffixes in Silent e Words

## Lesson 17

Suffixes -ful, -ly, -less, -ness,

Consonant Digraph sh

## Lesson 18

Suffixes -y, -en, -able

Consonant Blends cl, cr

## Lesson 19

Review: Plurals & Suffixes

Consonant Blends bl, br

## Lesson 20

Review: Vowel Pairs, oa, ee, ie, ay, ai, ea

## Test 2

Lessons 11-20

## Lesson 21

Vowel Digraphs au, aw, ea, ei, ew, oo,

Consonant Blend fl

## Lesson 22

Review: Vowel Pairs & Vowel Digraphs

## Lesson 23

Consonant Digraphs bt, ph

Consonant Blends dr, gr

## Lesson 24

Consonant Digraphs gm, mn

Consonant Blends gl, sp

## Lesson 25

Review: Consonant Digraphs & Consonant Blends

## Lesson 26

Consonant Digraph ck,

Ending Consonant Blends nd, nt

## Lesson 27

Consonant Digraph gh

Consonant Blends ng, nk

## Lesson 28

Review: Consonant Digraphs ck, gh

Consonant Blend sk

## Lesson 29

Review: Consonant Digraphs gn, ch, tch

Consonant Blends mp, lp

**Lesson 30**

Consonant Digraphs hn, kn

**Test 3**

Lessons 21-30

**Lesson 31**

Consonant Digraph mb

**Lesson 32**

Consonant Blends sc, scr

**Lesson 33**

Review: Consonant Digraph wh

Consonant Blends pl, sl, sm

**Lesson 34**

Consonant Digraph wr

**Lesson 35**

Review: Consonant Digraphs gn, hn, kn, mb,  
wh, wr, ch

**Lesson 36**

Words with x

**Lesson 37**

Beginning Consonant Blends pr, tr, fr, sn

**Lesson 38**

Contractions with Will & Not

**Lesson 39**

Ending Consonant Blends lk, lt, lf, ft

**Lesson 40**

Review: Contractions with Will & Not

**Test 4**

Lessons 31-40

**Lesson 41**

Contractions with Have

**Lesson 42**

Contractions with Is

R-Controlled Vowels ar, or

**Lesson 43**

Review: Contractions with Have & Is

**Lesson 44**

Contractions with Am & Us

**Lesson 45**

Contractions with Are

Consonant Blends spr, spl

**Lesson 46**

Review: Contractions with Am, Are, & Us

Consonant Blend st

**Lesson 47**

More Contractions with Is

Consonant Blends tw, sw

**Lesson 48**

Review: All Contractions

**Lesson 49**

Review: Compound Words

**Lesson 50**

Review: Suffix -ing

**Test 5**

Lessons 41-50

**Lesson 51**

Review: Suffix -ed

**Lesson 52**

Review: Suffixes -s & -es,

R-Controlled Vowels er, ir, ur

**Lesson 53**

Review: Suffix -ful

**Lesson 54**

Review: Suffixes -ness & -less

**Lesson 55**

Review: Suffix -ly

**Lesson 56**

Review: Suffixes -y, -en, -able

**Lesson 57**

Review: Suffix -er

**Lesson 58**

Adding Suffix -er to Words Ending in y

Review Long Vowel a

**Lesson 59**

Review: Suffix -est & Long Vowels i - & o

**Lesson 60**

Adding Suffix -est to Words Ending in y

Review R-Controlled Vowels

**Test 6**

Lessons 51-60

**Lesson 61**

Review: Suffixes -er & -est

Long Vowel u

**Lesson 62**

Adding Suffix -es to Words Ending in y

Review Long Vowel e

**Lesson 63**

Review: Suffix -es, -er, -est in Words Ending in y

**Lesson 64**

Story Writing

**Lesson 65**

Review: Contractions

**Lesson 66**

Review: Vowel Pairs ai & ay

**Lesson 67**

Review: Vowel Pairs ee & ea

**Lesson 68**

Review: Vowel Pairs ie & oe

**Lesson 69**

Letter Writing

**Lesson 70**

Review: Vowel Digraph oo

**Test 7**

Lessons 61-70

**Lesson 71**

Review: Vowel Digraph ea

**Lesson 72**

Review: Vowel Digraphs au & aw

**Lesson 73**

Review: Vowel Digraphs ei & ew

**Lesson 74**

Vowel Diphthongs ou & ow

**Lesson 75**

Sounds of ow

**Lesson 76**

Vowel Diphthongs oi & oy

**Lesson 77**

Review: Vowel Diphthongs ou & ow

**Lesson 78**

Review: Vowel Diphthongs oi & oy

**Lesson 79**

Review: Vowel Digraph ew

**Lesson 80**

Review: All Diphthongs

**Test 8**

Lessons 71-80

**Lesson 81**

Prefix re-

**Lesson 82**

Prefix un-

**Lesson 83**

Review: Prefixes -re & -un

**Lesson 84**

Prefix dis-

**Lesson 85**

Review: Prefixes re-, un-, & dis-

**Lesson 86**

Checkup: Beginning Consonant Blends with r

**Lesson 87**

Checkup: Beginning Consonant Blends with l

**Lesson 88**

Checkup: Ending Consonant Blends

**Lesson 89**

Writing Lesson: Personal Narrative

**Lesson 90**

Checkup: Beginning Consonant Blends with s

**Test 9**

Lessons 81-90

**Lesson 91**

Y as a Vowel

**Lesson 92**

Checkup: Consonant Digraph th

**Lesson 93**

Checkup: Consonant Digraph tch

**Lesson 94**

Review: Consonant Digraphs th & tch

**Lesson 95**

Review: Consonant Digraph sh

**Lesson 96**

Checkup: Consonant Digraph ch

**Lesson 97**

Review: Consonant Digraphs sh & ch

**Lesson 98**

Writing Lesson: Report

**Lesson 99**

Checkup: Compound Words

**Lesson 100**

Checkup: Prefixes & Suffixes

**Test 10**

Lessons 91-100

**Lesson 101**

Syllables: Words with Prefixes

**Lesson 102**

Syllables: Words with Suffixes

**Lesson 103**

Syllables: Compound Words

**Lesson 104**

Review: Prefixes, Suffixes, Compound Words,  
Syllables

**Lesson 105**

Writing Lesson: Thank You Note

**Lesson 106**

Synonyms

**Lesson 107**

Antonyms

**Lesson 108**

Homonyms

**Lesson 109**

Review: Synonyms, Antonyms, Homonyms

**Lesson 110**

Writing Lesson: Personal Experience Narrative

**Test 11**

Lessons 101-110

**Lesson 111**

Alphabetical Order to First Letter

**Lesson 112**

Alphabetical Order to Second Letter

**Lesson 113**

Review: Alphabetical Order to First & Second  
Letter

**Lesson 114**

Checkup: Synonyms, Antonyms, Homonyms

**Lesson 115**

Checkup: Hard & Soft c

**Lesson 116**

Checkup: Hard & Soft g

**Lesson 117**

Words with qu

**Lesson 118**

Checkup: Consonant Digraphs ph & gh

**Lesson 119**

Words with the s Sound

**Lesson 120**

Review: Words with the Sounds of f & s

**Test 12**

Lessons 111-120

**Lesson 121**

Writing Lesson: Imaginative Story

**Lesson 122**

Checkup: Y as a Vowel

**Lesson 123**

Checkup: Contractions with Will

**Lesson 124**

Checkup: Contractions with Not

**Lesson 125**

Writing Lesson: Poem

**Lesson 126**

Checkup: Contractions with Have

**Lesson 127**

Checkup: Contractions with Is

**Lesson 128**

Checkup: Contractions with Am & Us

**Lesson 129**

Checkup: Contractions with Are

**Lesson 130**

Checkup: R-Controlled Vowel ar

**Test 13**

Lessons 121-130

**Lesson 131**

Checkup: R-Controlled Vowel or

**Lesson 132**

Review: R-Controlled Vowels ar & or

**Lesson 133**

Checkup: R-Controlled Vowel er

**Lesson 134**

Checkup: R-Controlled Vowel ir

**Lesson 135**

Review: R-Controlled Vowels er & ir

**Lesson 136**

Checkup: R-Controlled Vowel ur

**Lesson 137**

Writing Lesson: Journal Entry

**Lesson 138**

Checkup: Prefix re-

**Lesson 139**

Checkup: Prefix un-

**Lesson 140**

Checkup: Prefix dis-

**Test 14**

Lessons 131-140

**Lesson 141**

Checkup: Capitalization & Punctuation

**Lesson 142**

Checkup: Words with x

**Lesson 143**

Checkup: Alphabetical Order to the First Letter

**Lesson 144**

Checkup: Alphabetical Order to the Second Letter

**Lesson 145**

Review: Plural Words Ending in ss or s

**Lesson 146**

Review: Plural Words Ending in x

**Lesson 147**

Review: Plural Words Ending in sh

**Lesson 148**

Review: Plural Words Ending in ch

**Lesson 149**

Review: Plural Words Ending in a Vowel plus y

**Lesson 150**

Irregular Plurals

**Test 15**

Lessons 141-150

**Lesson 151**

More Irregular Plurals

**Lesson 152**

Possessives

**Lesson 153**

Review: Possessives & Contractions

**Lesson 154**

Checkup: Suffixes

**Lesson 155**

Writing Lesson: Friendly Letter

**Lesson 156**

Review: Suffixes with Words Ending in Silent e

**Lesson 157**

Checkup: Synonyms

**Lesson 158**

Checkup: Antonyms

**Lesson 159**

Checkup: Homonyms

**Lesson 160**

Writing Lesson: Poem

**Test 16**

Lessons 151-160



# Horizons Phonics & Reading 1

## Scope & Sequence

### Lessons 1-30

- Consonant and vowel sounds
- Silent “e”
- Consonant digraphs: th, ch, wh, bt, ph, gm, mn, ck, gh, gn, ch, tch, hn, kn, mb
- Vowel pairs: oa, ee, ie, ay, ai, ea, oe
- Consonant blends: cl, cr, bl, br, fl, gr, gl, sp, nd, nt, ng, nk, sk, mp, lp
- Suffixes: -ful, -ly, -less, -ness, -y, -en, -able
- Capitalization and punctuation

### Lesson 31-60

- Consonant digraphs: mb, wh, wr, gn, hn, kn, ch
- Consonant blends: sc, scr, pl, sm, pr, tr, fr, sn, lk, lt, lf, ft, tw, sr
- Words with “x”
- Contractions: will plus not, have; am plus us, are, is
- Compound words
- Suffixes: -ing, -ed, -s, -es, -ful, -ness, -less, -ly, -y, -en, -able, -er, -est

### Lesson 61-90

- Long vowels
- Writing lessons: story, letter, and personal narrative
- Vowel diphthongs
- Prefixes: re-, un-, dis-
- Beginning consonant blends with “r,” “l,” and “s”

### Lesson 91-120

- “Y” as a vowel
- Consonant digraph checkups
- Writing lessons: report, thank-you note, and personal experience narrative
- Syllables: words with prefixes, suffixes, and compound words
- Synonyms, antonyms, and homonyms
- Alphabetical order to second letter

### Lesson 121-160

- Words with the sounds “f” and “s”
- Writing lessons: imaginative story, poem, journal entry, and friendly letter
- Checkup: contractions, r-controlled vowels, prefixes, suffixes, capitalization and punctuation, and plural words
- Irregular plurals
- Possessives



# Reading: The First Chapter In Education



# Reading: The First Chapter In Education

No other skill taught in school and learned by school children is more important than reading. It is the gateway to all other knowledge. If children do not learn to read efficiently, the path is blocked to every subject they encounter in their school years.

The past five years have brought major breakthroughs in our knowledge of how children learn to read and why so many fail. These new insights have been translated into techniques for teaching reading to beginning readers, including the many students who would otherwise encounter difficulties in mastering this fundamental skill. Researchers have come to appreciate that early identification and treatment of such students can make all the difference. Researchers have also documented the problems — personal, social, and educational — that too often result when early attention and intervention do not occur.

## Reading to Learn

Students who do not “learn to read” during the first three years of school experience enormous difficulty when they are subsequently asked to “read to learn.” Teaching students to read by the end of third grade is the single most important task assigned to elementary schools. During the first three years of schooling, students “learn to read.” That is, they develop the capacity to interpret the written symbols for the oral language that they have been hearing since birth. Starting in fourth grade, schooling takes on a very different purpose, one that in many ways is more complex and demanding of higher-order thinking skills. If efficient reading skills are not developed by this time, the English language, history, mathematics, current events, and the rich tapestries of literature and science become inaccessible.

In addition, a strong body of evidence shows that most students who fall behind in reading skills never catch up with their peers and become fluent readers. They fall further and further behind in school, become frustrated, and drop out at much higher rates than their classmates. They find it difficult to obtain rewarding employment and are effectively prevented from drawing on the power of education to improve and enrich their lives. Researchers speak of this syndrome as the “Matthew Effect” — the rich get richer and the poor get poorer.

Most Americans know how central reading is to education. According to a 1994 poll conducted by Peter D. Hart Research Associates, nearly 70 percent of teachers believe that reading is the “most important” skill for children to learn. Two years earlier, the same polling firm reported that 62 percent of parents believed that reading was one of the most important skills for their children to master. Both teachers and parents ranked reading as more critical than mathematics and computer skills. In other words, there is general agreement among researchers and the public that all children must learn to read early in their academic careers.

## The Challenges of Illiteracy

More students fail to learn to read by the end of the third grade than many people imagine. Indeed, it is no exaggeration to say that all schools encounter students who fall into this category and that all schools should have plans for addressing the special needs of these students.

In its 1994 Reading Assessment, the National Assessment of Education Progress (NAEP), a federally supported program that tracks the performance of American students in core academic subjects, reported that more than four out of 10 fourth-graders (42 percent) in American schools were reading at a “below basic” level. This means that they could not understand “uncomplicated narratives and high-interest informative texts.” NAEP also reported that such illiteracy persists in the higher grades. The report found that nearly one-third (31 percent) of eighth-graders and nearly one-third (30 percent) of twelfth-graders are also reading at a “below basic” level. The latter figures probably understate the problem, because many poor readers drop out of school before twelfth grade.

Other researchers have come to similar conclusions regarding how widespread students’ reading problems really are. National longitudinal studies have measured the ability of children to recognize individual words in text. Their data suggest that more than one child in six (17.5 percent) will encounter a problem in learning to read during the crucial first three years of school. Further evidence comes from the sharp rise in the number of students who are diagnosed as learning disabled or are referred to special education because they cannot read at the proper grade level.

In contrast to popular belief, reading failure is not concentrated among particular types of schools or among specific groups of students. To the contrary, students who have difficulty reading represent a virtual cross-section of American children. They include rich and poor, male and female, rural and urban, and public and private school children in all sections of the country. According to the NAEP assessment, for example, nearly one-third (32 percent) of fourth graders whose parents graduated from college are reading at the “below basic” level.

In short, the failure of a substantial number of students to learn to read during the critical first three years of school is a national problem - one that confronts every community and every school in the country.

## A Common Stumbling Block: Phonemic Awareness

Whatever the reason children fail to read by the end of the third grade, most non-readers share a common problem. They have not developed the capacity to recognize what reading experts call phonemes. Phonemes are the smallest units of speech—the basic building blocks of speaking and writing. The word “cat,” for example, contains three phonemes: the /k/, /a/, and /t/ sounds. Phonemes are often identical to individual letters, but not always. The word “ox,” for example, has two letters but three phonemes: the /o/, /k/, and /s/ sounds.

Researchers have demonstrated that accomplished readers are adept at recognizing phonemes and putting them together to construct words and phrases. They do this quickly, accurately, and automatically. The absence of this critical linguistic skill makes it difficult for children to decode and read single words, much less sentences, paragraphs, and whole stories. Teaching phonemic awareness and discrimination among phonemes is imperative for all students.

## Solutions in the Classroom

Teaching beginners to read must be highly purposeful and strategic. Effective techniques have been developed for helping students, including those with learning disabilities, to develop phonological awareness, word recognition, and other advanced skills required for reading.

Phonological awareness activities build on and enhance children's experiences with written (e.g., print awareness) and spoken language (e.g., playing with words). A beginning reader with successful phonological awareness and knowledge of letters ostensibly learns how words are represented in print.

Intervention for learners who have difficulty with phonological awareness must be early, strategic, systematic, and carefully designed. It must be based on a curriculum that recognizes and balances the importance of both phonics instruction and the appreciation of meaning.

For children who have difficulty reading, effective reading instruction strategies should be used to build phonological awareness and alphabetic understanding. These strategies should be explicit, making phonemes prominent in children's attention and perception. For example, teachers can model specific sounds and in turn ask the children to produce the sounds. In addition, opportunities to engage in phonological awareness activities should be plentiful, frequent, and fun.

Instructional strategies should consider the characteristics that make a word easier or more difficult to read. These include: the number of phonemes in the word; phoneme position in words (initial sounds are easier); phonological properties of words (e.g., continuants, such as /m/, are easier than stop sounds, such as /t/); and phonological awareness dimensions, including blending sounds, segmenting words, and rhyming.

Many early readers will require greater teacher assistance and support. Using a research-based strategy known as scaffolding, teachers should provide students with lots of instructional support in the beginning stages of reading instruction, and gradually reduce the support as students learn more about reading skills. The ultimate goal is for students to read on their own without the help of a teacher.

## A Balanced Approach

Unfortunately, it is not always easy for teachers to recognize students with reading difficulties. When they do, teachers sometimes find themselves caught between conflicting schools of thought about how to treat reading disabilities. One school of thought gives considerable attention to the teaching of phonics in the early stages of reading. Another school of thought emphasizes the whole language approach. Should teachers rely on phonics instruction, whole language instruction, or a combination of the two?

The U.S. Department of Education and the National Institute of Child Health and Human Development (NICHD) have supported the review of hundreds of studies done in recent years on reading instruction and disabilities. This body of research suggests that the relatively recent swing away from phonics instruction to a singular whole language approach is making it more difficult to lift children with learning disabilities out of the downward learning spiral and, in fact, may impede the progress of many students in learning to read with ease.

Few dispute the value of giving children opportunities to write, surrounding children with good literature, and generally creating a rich literate environment for students. But for many children this is not enough. Such children will have continued difficulty with reading unless they master the decoding skills associated with phonics instruction.

Research makes clear that children do not learn to read the way they learn to talk. Speech is a natural human capacity, and learning to talk requires little more than exposure and opportunity. In contrast, written language is an artifact, a human invention, and reading is not a skill that can be acquired through immersion alone. Beginning readers benefit from instruction that helps them understand that the words they speak and hear can be represented by written symbols—and that letters and the sounds associated with them, when combined and recombined, form words—just as they benefit from experiences that make reading fun.

California's experience with a chosen reading approach is instructive. A decade ago, the state became a leader in the movement to embrace whole language instruction. However, as a result of low reading scores, a task force was formed and has recently adopted a more balanced reading approach that includes building phonological awareness along with the reading of meaningful and engaging texts.

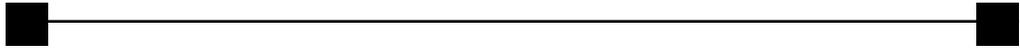
Research indicates that reading can be taught effectively with a balanced approach that uses the best of both teaching approaches. Such an approach incorporates phonics instruction with the rich literacy environments advocated by whole language instruction.

## **Reading: The Key to Success**

As already discussed, reading is the gateway to learning. Facility to understand and use written language has always been a prerequisite to the efficient acquisition of knowledge, and it is becoming increasingly important in today's information society. In the past, it may have been possible for persons who were illiterate to obtain a good job, support a family, and live a comfortable life, but those days are gone. Children who do not learn to read today can expect to live on the margins of society in every way.



# Lesson Plans





# Lesson 1 - Beginning Consonant/Vowel Sounds

## Overview:

- Print beginning consonant letters
- Print beginning vowel letters
- Complete words by writing the vowel
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Story: *Dan's Dog* (see note on p. 3 under "Readers: A Note to Teachers and Parents")

## Teaching Tips:

Discuss the pictures so that the student is able to identify them correctly. Have the student practice printing the uppercase and lowercase alphabet on paper or on the white board.

**Activity 1.** Review the names of the pictures together. Have the student print the uppercase and lowercase consonant letters for the beginning sound of each picture.

Pictures: **bow, house, gum, pin, star wagon, cap, map, drum, bus dog, leaf, jar, fire, bed kite, lamp, nail, seven, pig**

Letters: **Bb, Hh, Gg, Pp, Ss Ww, Cc, Mm, Dd, Bb Dd, Ll, Jj, Ff, Bb Kk, Ll, Nn, Ss, Pp**

**Activity 2.** Review the names of the pictures together. Write the vowels on the board. Have the student print the uppercase and lowercase vowel letters for the beginning sound of each picture.

Pictures: **apple, elephant, inch, octopus, up ice cream, ax, umbrella, off, ant ostrich, astronaut, olive, iguana, engine, elk, on, otter, egg, igloo**

Lesson \_\_\_\_\_ Beginning Consonant/Vowel Sound \_\_\_\_\_ Name: \_\_\_\_\_

1 Say the name of each picture. Print the capital and lower case consonant letters for its beginning sound.

Bb Hh Gg Pp Ss

Ww Cc Mm Dd Bb

Dd Ll Jj Ff Bb

Kk Ll Nn Ss Pp

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2 Say the name of each picture. Print the capital and lower case vowel letters for its beginning sound.

Aa Ee Ii Oo Uu

Ii Aa Uu Oo Aa

Oo Aa Oo Ii Ee

Ee Oo Oo Ee Ii

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Letters: **Aa, Ee, Ii, Oo, Uu Ii, Aa, Uu, Oo, Aa Oo, Aa, Oo, Ii, Ee Ee, Oo, Oo, Ee, Ii**

**Activity 3.** Review vowel sounds using flashcards. Write the words **dad, fed, hit, Bob,** and **nut** on the white board, leaving out the vowel. Say each word and have a student tell you the letter for the missing vowel. Write the vowel completing the word. Review the pictures in the student book and have the student write the missing letters.

Pictures: **bed, gum, hot, bat, pig**

Letters: **e, u, o, a, i**

**Activity 4.** Practice each individual sound and blend the sounds together. For example: **buh plus aa is baa**, etc. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 5.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

**Activity 6.** Practice each individual sound and blend the sounds together. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 7.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

3. Say the name of each picture. Finish the words under each picture with the short vowel sound.



b e d g u m h o t b a t p i g

4. Practice reading these beginning blends. Use the short vowel sound.

b + a = ba	d + a = da	n + a = na
b + o = bo	d + o = do	n + o = no
a + b = ab	a + d = ad	a + n = an
o + b = ob	o + d = od	o + n = on

5. Add the ending sounds.

bā	dā	nā	bō	dō	nō
baa	dab	nab	bob	dob	nob
Bab	dad	Nad	Bob	dad	nod
bad	Dan	Nan	bad	don	non
ban			ban	Don	

6. Practice reading these ending blends. Use the short vowel sound.

a + b = ab	a + d = ad	a + n = an
o + b = ob	o + d = od	o + n = on

7. Add the beginning sounds.

āb	ād	ān	ōb	ōd	ōn
Bob	ad	an	bob	add	an
dab	add	ban	Bob	bod	ban
nab	bad	Dan	dob	dod	dan
	dad	Nan	nob	nod	Don
	Nad				non



# Lesson 2 - Middle Consonant Sounds

## Overview:

- Print middle consonant sounds in words
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words
- Match rhyming words

## Materials and Supplies:

- Teacher's Guide and Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Story: *Jim and the Soccer Ball*

## Teaching Tips:

Help the student say the name of each picture, emphasizing the consonant sound in the middle of the word. Review the consonants with the student.

**Activity 1.** Review the names of the pictures together. Have the student print the uppercase and lowercase consonant letters for the middle sound of each picture. At the end of the activity, have the student tell the consonant sounds that come at the beginning, middle, and end of each word that was completed on the page.

Pictures: **kitten, apple, rabbit, hammer spider, seven, tiger, lemon boxes, wagon, robot, zipper penny, fiddle, kettle, dollar**

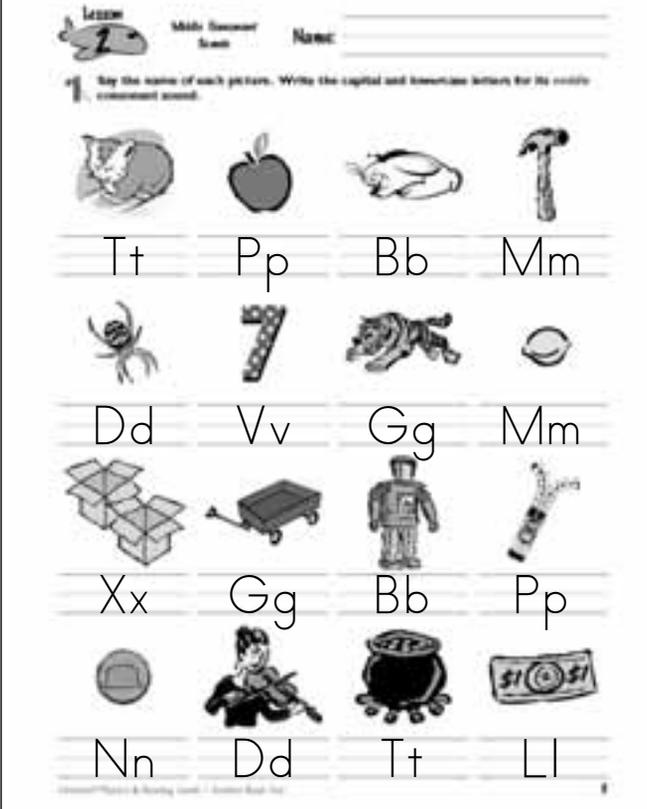
Letters: **Tt, Pp, Bb, Mm Dd, Vv, Gg, Mm Xx, Gg, Bb, Pp Nn, Dd, Tt, Ll**

**Activity 2.** Practice each individual sound and blend the sounds together. For example: **fuh** plus **a** is **fa**, etc. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 3.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder

Lesson 2 Middle Consonant Sounds Name: \_\_\_\_\_

1 Say the name of each picture. Write the capital and lowercase letters for its middle consonant sound.



2 Practice making these beginning blends. Use the short vowel sound.

f + a = fa	f + o = fo	f + e = fe	f + i = fi
h + a = ha	h + o = ho	h + e = he	h + i = hi
t + a = ta	t + o = to	t + e = te	t + i = ti

3 Add the ending sounds.

fa_	fo_	fe_	fi_	ha_	ho_
fob	fob	fed	fib	had	hob
fod			fin	hat	hot
fan			fit		
fat					

ha_	hi_	ra_	ra_	ra_	ri_
hen	hid	rab	Todd	Ted	tiff
	hit	rad	tat	ten	tin
		Tad			
		tan			

several times. It might be helpful to review these types of activities several times over the next couple of weeks.

**Activity 4.** Practice each individual sound and blend the sounds together. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 5.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

**Activity 6.** Review the formation of rhyming words. Have the student read each of the words and draw a line from the word on the left its the rhyming word on the right.

- Rhyming words:
- Nan/Dan**
  - dab/nab**
  - hid/lid**
  - Ron/Don**
  - fat/bat**
  - Bob/rob**
  - red/fed**
  - bib/rib**
  - sad/lad**
  - bet/net**

4 Practice making these ending blends. Use the short vowel sound.

a + b = ab	e + b = eb	i + b = ib	o + f = of
a + h = ah	e + d = ed	i + d = id	a + d = ad
a + t = at	e + t = et	i + t = it	a + t = at

5 Add the beginning words.

__ab	__at	__ad	__ar	__ed	__er
nab	at	add	dar	Ed	bet
tab	bat	nad	far	bed	net
	fat	Tadd	nar	fed	
	Nat		tot	Ned	

__ib	__id	__it
bib	lid	bit
rib	bid	fit
fib	hid	nit

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6 Draw a line to match the words that rhyme.

Nan	rob
dab	lid
hid	fed
Ron	rib
fat	bat
Bob	lad
red	fan
bib	net
sad	nab
bet	Don

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# Lesson 3 - Ending Consonant Sounds

## Overview:

- Print ending consonant sounds in words
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words
- Match pictures to words

## Materials and Supplies:

- Teacher's Guide and Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Story: *The Cat in the Van*

## Teaching Tips:

**Activity 1.** Review the names of the pictures together. Have the student print the lowercase **consonant** letters for the ending sound of each picture.

Pictures: **coat, top, pen, star, bell**  
**bed, leaf, hot, box, glass**  
**map, cat, bag, bus, cap**

Letters: **t, p, n, r, l**  
**d, f, t, x, s**  
**p, t, g, s, p**

**Activity 2.** Have the student think of some words that have the ending sound of **x, p, k, or m**.

**Activity 3.** Review the names of the pictures together. Have the student print the lowercase consonant or vowel letters for the beginning sound of each picture.

Pictures: **up, bus, leg, man, sun**  
**milk, ladder, kiss, seal, back**

Letters: **u, b, l, m, s**  
**m, l, k, s, b**

**Activity 4.** Review the names of the pictures together. Have the student print the lowercase consonant for the middle sound of each picture.

Pictures: **robot, tiger, lemon, spider,**  
**seven**

Letters: **b, g, m, d, v**

LESSON 3 Ending Consonant Sounds Name: \_\_\_\_\_

1. Say the name of each picture. Write the lower case letter for its ending sound.

2. Now think of some words that end in t, x, s, or m.

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3. Review the beginning letter sounds. Write the beginning lower case letter for each picture.

4. Review the middle letter sounds. Write the middle lower case letter for each picture.

5. Practice making these beginning blends. Use the short vowel sound.

l + a = la	l + o = lo	l + e = le	l + i = li
m + a = ma	m + e = me	m + i = mi	m + o = mo
m + u = mu	s + a = sa	s + e = se	s + o = so

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**Activity 5.** Practice each individual sound and blend the sounds together. For example: **luh** plus **a** is **la**, etc. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 6.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

**Activity 7.** Practice each individual sound and blend the sounds together. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 8.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

**Activity 9.** Study the pictures with the student and read the words together. Have the student draw a line from each word to the picture it matches.

Pictures:      **fat**                      **bus**  
                     **bib**                      **hat**  
                     **fuss**                      **dad**  
                     **bed**                      **mess**  
                     **hen**                      **hot**

**6. Add the ending sounds.**

l <u>l</u>	l <u>l</u>	l <u>l</u>	l <u>l</u>	m <u>l</u>	m <u>l</u>
lob	lob	led	led	mass	men
lad	Lan	Lan	ly	mad	mess
lum	lut	lat		mat	met

m <u>l</u>	m <u>l</u>	s <u>l</u>	s <u>l</u>	s <u>l</u>	s <u>l</u>
mob	mud	sod	Sid	sob	sum
mod	mum	Sol	an	sod	sun
mum	murr	Sam	ur		sub

**7. Practice reading these ending blends. Use the short vowel sound.**

u + m = um    u + d = ud    u + t = ut    u + s = us

**8. Add the beginning sounds.**

<u>l</u> in	<u>l</u> id	<u>l</u> it	<u>l</u> is
bum	bud	but	bus
fun	dud	hut	fuss
mum	mud	murr	mess
sun		rut	

**9. Draw a line to match the pictures to the words.**

bib    bed    mess    hat    bus    hen    hot    fat    fuss    sun

# Lesson 4 - Short Vowel Sounds

## Overview:

- Identify pictures with short vowel sounds
- Match pictures to words with short vowel sounds
- Read, sort, and write words by their short vowel sounds

## Materials and Supplies:

- Teacher’s Guide and Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Phonics rule flashcard in **Teacher Resources**
- Story: *Nan’s Hat*

## Teaching Tips:

Review short vowel sounds using flashcards or the white board. Discuss the pictures in each activity so that the student is able to identify them correctly.

**Activity 1.** Review the names of the pictures together. Have the student draw a circle around the pictures with the short **ă** sound.

Pictures: **face, hat, cat, hand**  
**kite, bat, cake, ax**  
**fan, tape, bed, castle**

**Activity 2.** Review the names of the pictures together. Have the student draw a square around the pictures with the short **ĕ** sound.

Pictures: **bed, feed, shed, desk**  
**red, shell, net, wet**  
**tent, hat, ten, bell**

**Activity 3.** Review the names of the pictures together. Have the student draw an X through the pictures with the short **ĭ** sound.

Pictures: **lips, pig, dog, fish**  
**pins, six, kite, shell**  
**mitt, boat, castle, bike**

**Activity 4.** Review the names of the pictures together. Have the student underline the pictures with the short **ŏ** sound.

Letter \_\_\_\_\_ Short Vowel Sound \_\_\_\_\_ Name: \_\_\_\_\_

1 Draw a circle around the pictures that have the sound of short **ă**.

2 Draw a square around the pictures that have the sound of short **ĕ**.

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3 Draw an X through the pictures that have the sound of short **ĭ**.

4 Underline the pictures that have the short sound of **ŏ**.

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Pictures: **boat, lock, clock, fox**  
**box, frog, doll, sock**  
**mop, rock, top, milk**

**Activity 5.** Review the names of the pictures together. Have the student draw a circle around the pictures with the short ũ sound.

Pictures: **bus, doll, mug (or cup), fruit sun, bugs, run, cut rug, tuba, tub, crutch**

**Activity 6.** Review the names of the pictures together. Have the student read each of the short vowel words and match the correct word to the picture.

Pictures: **bat pin doll net cut run**

**Activity 7.** Have the student read each of the short vowel words in the word list and sort the words into their correct categories.

Short ă words: **cat, lab, mad**  
 Short ě words: **bed, hen, met**  
 Short ĭ words: **bib, lid, pig**  
 Short 3 words: **hot, mop, sod**  
 Short ũ words: **hut, mud, sum**

**5.** Circle the pictures that have the short vowel of **i**.

**6.** Draw lines to match the short vowel words with their pictures.

hat	bat	fat	pin
bat	pin	fat	pin
bat	pin	fat	pin
bat	pin	fat	pin
bat	pin	fat	pin
bat	pin	fat	pin
bat	pin	fat	pin
bat	pin	fat	pin
bat	pin	fat	pin
bat	pin	fat	pin

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**7.** Read the list of words. Write each word under the correct short vowel sound.

Word List				
bed	hen	lab	met	pig
bib	hot	lid	mop	sod
cat	hut	mad	mud	sum

Short ă	Short ě
cat	bed
lab	hen
mad	met
Short ĭ	Short 3
bib	hot
lid	mop
pig	sod
Short ũ	
hut	
mud	
sum	

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# Lesson 5 - Long Vowel Sounds

## Overview:

- Identify pictures with long vowel sounds
- Blend consonant-vowel pairs (short vowel sound)
- Blend consonant-vowel-consonant words (short vowel sound)

## Materials and Supplies:

- Teacher’s Guide and Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Nice Bike*

## Teaching Tips:

If desired, use the phonics rule flashcard in the **Teacher Resources** section to review the long vowel rule: **“The long vowel says its name.”** Use the alphabet flashcards to review both the short vowel and long vowel sounds.

**Activity 1.** Review the names of the pictures together. Have the student draw a circle around the pictures with the long a sound.

Pictures: **rake, hat, train, hand**  
**tray, hay, cake, cane**  
**fan, tape, plate, rain**

**Activity 2.** Review the names of the pictures together. Have the student draw a square around the pictures with the long e sound.

Pictures: **leaf, tent, sweep, team**  
**eagle, tree, jet, vet**  
**meat, bee, seal, sleep**

**Activity 3.** Review the names of the pictures together. Have the student draw an X through the pictures with the long i sound.

Pictures: **kite, mice, lid, pine**  
**bird, chick, tiger, wrist**  
**bike, spider, dime, white**

**Activity 4.** Review the names of the pictures together. Have the student underline the pictures with the long o sound.

Lesson 5 Long Vowel Sounds Name: \_\_\_\_\_

1 Draw a circle around the pictures that have the long a sound. Long a says its name.

2 Draw a square around the pictures that have the long e sound. Long e says its name.

3 Draw an X through the pictures that have the long i sound. Long i says its name.

4 Underline the pictures that have the long o sound. Long o says its name.

Pictures: **hoe, snow, shoe, bone**  
**bowl, nose, cell phone, rose**  
**road, mop, rope, box**

**Activity 5.** Review the names of the pictures together. Have the student draw a circle around the pictures with the long ū sound.

Pictures: **tuba, cute, mule, glue**  
**cupcake, suit, flute, fruit**  
**bus, up, cube, mug (or cup)**

**Activity 6.** Practice each individual sound and blend the sounds together. For example: **puh** plus **a** is **pa**, etc. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 7.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

**Activity 8.** Practice each individual sound and blend the sounds together. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 9.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

**5** Circle the pictures that have the long ū sound. Long ū says its name.

**6** Practice reading these beginning blends. Use the short vowel sound.

p + a = pa	p + o = po	p + e = pe	p + i = pi	p + u = pu
r + a = ra	r + o = ro	r + e = re	r + i = ri	r + u = ru

**7** Add the ending words.

pā	pō	pē	pī	pū
pad	pod	peg	pig	pub
pal	pog	pen	pil	pug
pan	pop	pep	pin	pun
Pat	pot	pet	pip	pup

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rā	rō	rē	rī	rū
rad	rob	red	rib	rub
rag	rod	rep	rig	rug
ran	Ron		rim	Russ
rap	rot		rip	rut

**8** Practice reading these ending blends. Use the short vowel sound.

a + p = ap	o + p = op	e + p = ep	i + p = ip	u + p = up
------------	------------	------------	------------	------------

**9** Add the beginning words.

āp	ōp	ēp	īp	ūp
cap	bap	pep	dep	up
gap	cop	rep	hip	cup
lap	nop		Kp	pup
nap	top		sp	wp

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# Lesson 6 - Silent e Rule

## Overview:

- Review short vowel sounds
- Review long vowel sounds
- Introduce diacritical markings for long vowel sounds and silent **e**
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Phonics rule flashcard in **Teacher Resources**
- Story: *Nate Skates*

## Teaching Tips:

Read and discuss the Silent **e** rule with the student. Demonstrate diacritical markings for silent **e** and long vowel sounds. Explain that the line drawn above a vowel to show that it has a long sound is called a **macron**. The silent **e** has a line drawn through it to show that it makes no sound.

**Activity 1.** Have the student read each of the short vowel words. Discuss the formation and meaning of the diacritical markings for long vowels and for silent **e**. Do several examples on the board for the student to practice on paper. Instruct the student to add a silent **e** to each word in the activity and make the appropriate diacritical markings to the silent **e** and the long vowel. Have the student read the new words with their long vowel sound.

**Activity 2.** Review the names of the pictures together. Have the student add the silent **e** to the word and make the appropriate diacritical markings to the silent **e** and the long vowel. Have the student read the new words with their long vowel sound.

Pictures: **bone, cake, kite, plate**  
**robe, cone, mule, rope**

Lesson 6 Star + Kid Name: \_\_\_\_\_

**Rules:**  
In words that have a vowel, a consonant, and an e at the end, the first vowel sound is long and the e is silent. Examples: ripe, pine, kite, and pane.

1 Read the short vowel words. Add a silent e, cross it out, and make a straight line over the vowel to show that it has the long sound. Read the words to your teacher.

ripe pine kite pane  
fine ride hide bite  
cute tote cube dime  
tone hope mope rode  
robe cape tape mate  
rate made fade tube



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2 Look at the pictures. Add a silent e to each word, cross it out, and make a straight line over the vowel to show that it has the long sound.



bone cake kite plate



robe cone mule rope



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**Activity 3.** Practice each individual sound and blend the sounds together. For example: **juh** plus **a** is **ja**, etc. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 4.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

**Activity 5.** Practice each individual sound and blend the sounds together. For example: **vuh** plus **a** is **va**, etc. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 6.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

**Activity 7.** Practice each individual sound and blend the sounds together. For example: **yuh** plus **a** is **ya**, etc. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 8.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

**3** Practice reading these beginning blends. Use the short vowel sound.

j + a = ja    j + o = jo    j + e = je    j + i = ji    j + u = ju

**4** Add the ending sounds.

ja	jo	je	ji	ju
job	jed	jib	jog	jut
Jon	Jed	Jib	Jon	Jut
jox	Jen	Jim	Jon	
	Jot	Jet	Jip	

**5** Practice reading these beginning blends. Use the short vowel sound.

v + a = va    v + e = ve    v + o = vo    v + i = vi

**6** Add the ending sounds.

va	ve	vo	vi
vac	vet	vos	vim
van	ven		
vat			

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wa	wo	we	wi
wad	won	web	wil
wag		wed	wip
wal		wet	wit
wat			

**7** Practice reading these beginning blends. Use the short vowel sound.

y + a = ya    y + e = ye    z + e = ze  
y + o = yo    z + o = zo    z + i = zi

**8** Add the ending sounds.

ya	ye	ze	zo	ze	zi
yam	yan	yet	zog	Zen	zip
yap		yet	zop		

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# Lesson 7 - Hard & Soft Sounds of c & g

## Overview:

- Identify soft **c** and hard **c** sounds in words
- Identify soft **g** and hard **g** sounds in words
- Complete a crossword puzzle using words with the sounds of hard and soft **c** and **g**
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *Cecelia Goes to the City*

## Teaching Tips:

Read and discuss the hard and soft sounds of **c** and **g**. Discuss the pictures in each activity so that the student is able to identify them correctly. Discuss the crossword puzzle with the student, explaining how one word builds off another.

**Activity 1.** Discuss the pictures in the activity. Have the student identify each picture and determine whether the hard or soft sound of **c** is heard. Have the student underline all the pictures with the sound of hard **c** first. Go through the activity again and tell the student to circle the pictures that have the soft **c** sound.

Pictures: **corn, ceiling, cry, city**  
**cook, police, cake, recess**  
**face, cat, pencils, castle**  
**cane, slice, can, price**

**Activity 2.** Discuss the pictures in the activity. Have the student identify each picture and determine whether the hard or soft sound of **g** is heard. Have the student underline all the pictures with the sound of soft **g** first. Go through the activity again and draw a square around the pictures that have the hard **g** sound.

Pictures: **gum, giraffe, pig, garden**

Lesson 7 Hard & Soft Sounds of c & g Name: \_\_\_\_\_

**Rules:**  
 When c is followed by e, i or y, it makes the soft sound as in the word city. When c is followed by a, o, or u, or a consonant, it makes the hard sound as in the word cat.

1 Underline the pictures that have the sound of hard c. Draw a circle around the pictures that have the soft c sound.

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**Rules:**  
 When g is followed by e, i or y, it makes the soft sound as in the word giant. When g is followed by a, o, or u, or a consonant, it makes the hard sound as in the word gum.

2 Underline the pictures that have the sound of soft g. Draw a square around the pictures that have the sound of hard g.

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**grapes, giant, goat, rug**  
**pigeon, gate, gem, bag**  
**grass, sugar, glass, carriage**

**Activity 3.** Have the student match the picture clues to the words in the word list before completing the puzzle. Explain that in a crossword puzzle, one word builds upon another, and the words can be written either across or down. If necessary, demonstrate some simple words on the white board or chalkboard and show how the words connect.

- Across: **1. gum**  
**2. cane**  
**3. slice**  
**5. face**
- Down: **1. gems**  
**4. cake**

**Activity 4.** Practice each individual sound and blend the short vowel and consonant sounds together. For example: **eh plus v is ev**, etc. These combinations could be put on flashcards or a flip chart for future practice.

**Activity 5.** Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

3 Use the words from the list to complete the crossword puzzle.

face cane gems cake gum slice

ACROSS:  
 1. 2. 3. 5.

DOWN:  
 1. 4.

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4 Practice reading these ending blends. Use the short vowel sound.

o + v = ov	d + x = dx	o + x = ox
a + v = av	i + v = iv	u + v = uv

5 Add the beginning words.

__ev	__de	__dx	__dx	__te	__dx
Bev	de	dx	hex	Dix	lux
	fox	box	Rex	fix	lux
	lav	fox	Tex	mix	
	Max	lav	vox	nix	
	adv	nox		pix	
	fox	nox		six	
	wax	vox			

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# Lesson 8 - Consonant Digraphs

## th, ch, wh

### Overview:

- Identify beginning/ending sounds of **th** and **ch**
- Identify beginning sound of **wh**
- Identify the correct consonant digraph in a word
- Complete sentences using words with consonant digraph **ch**
- Complete words using digraphs **th, ch,** and **wh**

### Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *Lee's Teeth*

### Teaching Tips:

Read and discuss the rule about consonant digraphs **th, ch,** and **wh.** Ask the student to think of other words with these digraphs.

**Activity 1.** Discuss the pictures in this activity so that the student is able to identify them correctly. Have the student circle the first consonant digraph if the picture illustrates a word *beginning* with that sound. The student should circle the last consonant digraph if the pictured word *ends* with that sound. Demonstrate on the chalkboard or white board if necessary.

Pictures: **thin, bath, thick, math**  
**pinch, chair, chick, inch**

**Activity 2.** Discuss the pictures in this activity so that the student is able to identify them correctly. The student will write the consonant digraph **wh** under each picture.

Pictures: **wheat, wheel, whip, whistle, whale**

**Activity 3.** Discuss the pictures in this activity so that the student is able to identify them correctly. Have the student circle the correct consonant digraph for each word illustrated.

Pictures: **thick, whistle, chair, whip**  
**chick, whale, thin, thimble**

Lesson 8 Consonant Digraphs th, ch, wh Name: \_\_\_\_\_

**Rules:**  
A consonant digraph is two consonants that stay together to make their special sound. Consonant digraph th can be used at the beginning, middle, or end of a word. Examples: thin, bath, and path. Consonant digraph ch can be used at the beginning or end of a word. Examples: chin and inch. Consonant digraph wh makes the sound you hear in which and whip.

1 Look at the pictures below. Circle the correct consonant digraph to show whether the sound is at the beginning or at the end of the word.

2 Print the beginning sound under each picture that starts with consonant digraph wh.

3 Look at the pictures below. Circle the correct beginning consonant digraph.

4 Look at the pictures. Complete the words by writing the th at the beginning, the middle, or the end of each word.

fa th er mo th er pa th  
th ick th in ba th

**Activity 4.** Discuss the pictures in this activity so that the student is able to identify them correctly. Discuss the different sounds that **th**

makes: the *voiced* sound in **this, that,** and **them,** or the *voiceless* sound in **path, think,** and **math.** Have the student think of other words with the different sounds of **th.**

Pictures: **father, mother, path  
thick, thin, bath**

**Activity 5.** Help the student read the words in the word list and the sentences. The student will choose which word correctly completes each sentence and will print that word on the line.

Sentences:

1. **Jill and Kim are chums.**
2. **They like each other very much.**
3. **They like to bake, and they like to play chess.**
4. **They chat with each other as they play.**
5. **Dad had to chop wood for the fireplace.**
6. **He did not want us to get a chill.**

**Activity 6.** Discuss the pictures in this activity so that the student is able to identify them correctly. Have the student write **ch** at the beginning or the end of each word.

Words: **pinch, lunch, chat**

**Activity 7.** Have the student add the consonant digraph **th** to each of the words and listen as they read the words to you.

Words: **with, moth, thin, thud  
path, math, this, that**

**Activity 8.** Have the student add the consonant digraph **ch** to each of the words and listen as they read the words to you.

Words: **chin, chaff, chip, chap  
such, chug, rich, much**

**Activity 9.** Have the student add the consonant digraph **wh** to each of the words and listen as they read the words to you.

Words: **whip, whiff, whim, wham  
when, whet, whip, whiz**

5. Read each sentence. Use the words from the list to complete the sentences.

**Word List**

chums    chess    chill    much    chop    chat

1. Jill and Kim are chums 
2. They like each other very much 
3. They like to bake, and they like to play chess
4. They chat with each other as they play.
5. Dad had to chop logs for the fireplace.
6. He did not want us to get a chill

6. Look at the pictures. Complete the words by writing the **ch** at the beginning or the end of each word.

 pin ch     lun ch     ch at

7. Add **th** to each of the words below, then read the words to your teacher.

wi th    mo th    th in    th ud

pa th    ma th    th is    th at

8. Add **ch** to each of the words below, then read the words to your teacher.

ch in    ch aff    ch ip    ch ap

su ch    ch ug    ri ch    mu ch

9. Add **wh** to each of the words below, then read the words to your teacher.

wh ip    wh iff    wh im    wh am

wh en    wh et    wh ip    wh iz

# Lesson 9 - Vowel Pairs

## ai, ay, ee, ea

### Overview:

- Complete words by using correct vowel pairs
- Reading and writing words with vowel pairs
- Adding long **e** to short vowel words to make new words
- Picture/word match
- Sentence completion

### Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Peach Tree*

### Teaching Tips:

Read and discuss the rule about vowel pairs. Demonstrate the correct diacritical markings for each vowel pair:  $\bar{a}i$ ,  $\bar{a}y$ ,  $\bar{e}e$ ,  $\bar{e}a$ . Ask the students to think of additional words for each vowel pair. Discuss the pictures in each activity so that the student is able to identify them correctly. (**Optional:** You may have the students place diacritical markings on all the vowel-pair words they write.)

**Activity 1.** Discuss each picture and have the student complete each word with the correct vowel pair.

Pictures: **seal, paint, play, sweep**  
**bee, tree, rain, creek**  
**teeth, read, sleep, team**

**Activity 2.** Have the student read each of the words in the word list and write the words under the correct pictures.

Pictures: **leaf, peek, rain, seal**  
**seat, tray, tree, team**

**Activity 3.** Have the student add long **e** in the correct place in each word to make a new word with the long **e** sound. Stress to the student that the **e** does not always go at the end of the word to make the long vowel sound.

Lesson 9      Student Name: \_\_\_\_\_

Unit 9      Date: \_\_\_\_\_

**Rules:**

A vowel pair is two vowels that come together to make one long vowel sound. The first vowel is long, and the second vowel is short. Examples: *ship, my, rain, seal, and cream.*

1. Say the name for each picture. Place the words under each picture with the correct vowel pair.

seal | paint | play | sweep

bee | tree | rain | creek

teeth | read | sleep | team

2. Write the name of each picture. Use the words from the list.

**Word List**

team   seal   leaf   seat   tree   peek   tray   rain

leaf | peek | rain | seal

seat | tray | tree | team

3. Add long **e** before the vowel in each word to make a new word with the long **e** sound.

ten      teen

sat      seat

mat      meat

cram      cream

Words: **ten** = **teen**  
**sat** = **seat**  
**mat** = **meat**  
**cram** = **cream**

**Activity 4.** Have the student add the vowel pair **ay** to each of the words and read the completed words back to you.

Words: **play, pray, tray, hay**  
**stay, may, Jay, gray**

**Activity 5.** Discuss each picture so that the student can correctly identify them. Read the words and have the student draw a line to match the words with the correct pictures.

Pictures: **teeth**                      **meat**  
**eagle**                                **feet**  
**sweep**                                **tree**  
**seal**                                    **team**  
**bee**                                     **sleep**

**Activity 6.** Help the student read the sentences and the word choices for each one. Have the student choose which word will complete each sentence correctly. The student is to underline the correct word and print it on the line.

Sentences:

1. **We like to go to the zoo.**
2. **The seals are fun to see.**
3. **I like the eagle best.**
4. **We rest under a shade tree.**
5. **We use the benches for seats.**
6. **Our feet get tired after lots of walking.**
7. **We will see the lions next.**
8. **They have big teeth.**
9. **Then we will each have a cold drink.**
10. **We will come see the animals again soon!**

4. Add ay to each of the words below, then read the words to your teacher.

play pray tray hay  
 stay may Jay gray

5. Draw lines to match the pictures with the words.

teeth seal tree feet meat bee eagle sleep team sweep

6. Underline the word that completes each sentence. Write it on the line.

1. We see like to go to the zoo.
2. The seals are fun to see.
3. I like the eagle best.
4. We rest under a shade tree.
5. We use the benches for seats.
6. Our feet get tired after lots of walking.
7. We will see the lions next.
8. They have big teeth.
9. Then we will each have a cold drink.
10. We will come see the animals again soon!

# Lesson 10 - Vowel Pairs

## ie, oa, oe

### Overview:

- Read and place diacritical markings on words with vowel pairs **ie**, **oa**, and **oe**
- Word completion

### Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Old Goat*

### Teaching Tips:

Read and review the rule about vowel pairs. Demonstrate the correct diacritical markings for each vowel pair: **īē**, **ōā**, **ōē**. Ask the students to think of additional words for each vowel pair. Discuss the pictures in each activity so that the student is able to identify them correctly.

**Activity 1.** Have the student read each word under the picture and make the correct diacritical markings.

- Words: **hoe**, **coat**, **road**, **pie**  
**doe**, **toe**, **toad**, **boat**  
**goat**, **soap**, **toast**, **tie**

LESSON  
**10**

Student Name: \_\_\_\_\_  
 Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Rules:**

A vowel pair is two vowels that come together to make one long vowel sound. The first vowel is long, and the second vowel is silent. Examples: *ie* in *tie*, *oa* in *soap*, and *oe* in *toe*.

1 Read the name under each picture. Draw a straight line over the long vowel and draw a line through the silent vowel. Example: *hoe*

  
 hoe

  
 coat

  
 road

  
 pie

  
 doe

  
 toe

  
 toad

  
 boat

  
 goat

  
 soap

  
 toast

  
 tie

**Activity 2.** Review the sound that the vowel pair **oa** makes. Tell the student to add **oa** to each of the words and read the words to you.

(**Optional:** You may have the student make the proper diacritical markings on the words.)

Words: **toad, float, Joan, road**  
**roast, toast, soap, goat**

**Activity 3.** Review the sound that the vowel pair **oe** makes and have the student complete each of the words in this activity. (**Optional:** You may have the student make the proper diacritical markings on the words.)

Words: **toe, hoe, Joe, doe**

**Activity 4.** Review the sound that the vowel pair **ie** makes and have the student complete each of the words in this activity. (**Optional:** You may have the student make the proper diacritical markings on the words.)

Words: **lie, pie, die, tie**

2 Add **oa** to each of the words below, then read the words to your teacher.

t o a d f l o a t J o a n r o a d

r o a s t t o a s t s o a p g o a t

3 Add **oe** to each of the words below, then read the words to your teacher.

t o e h o e J o e d o e

4 Add **ie** to each of the words below, then read the words to your teacher.

l i e p i e d i e t i e



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# Test 1

## Lessons 1-10

### Instructions:

Have the student name all of the pictures in the test to make sure that he/she can identify them. Review the positions of **beginning**, **middle**, and **end** in words to make sure that the student understands the concept. Review the silent **e** rule with the student. Help the student pronounce all of the words in the test. Answer any questions the student may have. This test should not be timed.

**Activity 1.** Read the instruction with the student. Instruct the student to write the beginning lowercase consonant for each picture.

Pictures: **goat, bus, van**  
**top, cat, map**

Letters: **g, b, v**  
**t, c, m**

**Activity 2.** Read the instruction with the student. Instruct the student to write the ending lowercase consonant for each picture.

Pictures: **car, bed, lamp**  
**dog, man, desk**

Letters: **r, d, p**  
**g, n, k**

**Activity 3.** Read the instruction with the student. Instruct the student to write the middle lowercase consonant sound he hears for each picture.

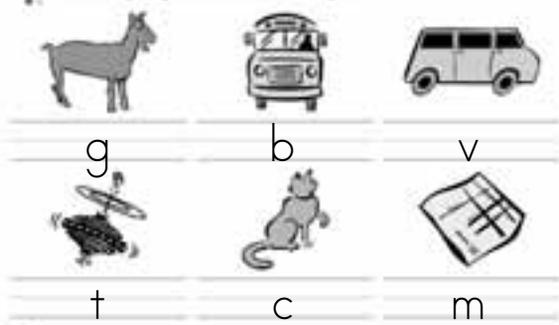
Pictures: **table, tiger, ladder**  
**kitten, zipper, ruler**

Letters: **b, g, d**  
**t, p, l**

**Activity 4.** Read the words with the student. Instruct the student to draw a line to match the picture with the words in the list.

What do you remember? For 1 Lesson 1-10 Name: \_\_\_\_\_

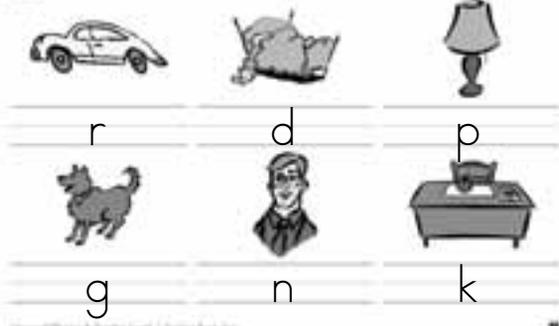
1 Write the beginning consonant sound for each picture.



g b v

t c m

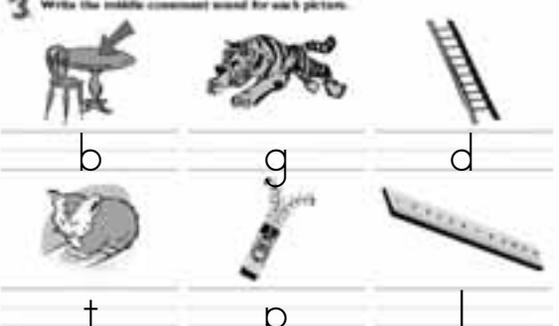
2 Write the ending consonant sound for each picture.



r d p

g n k

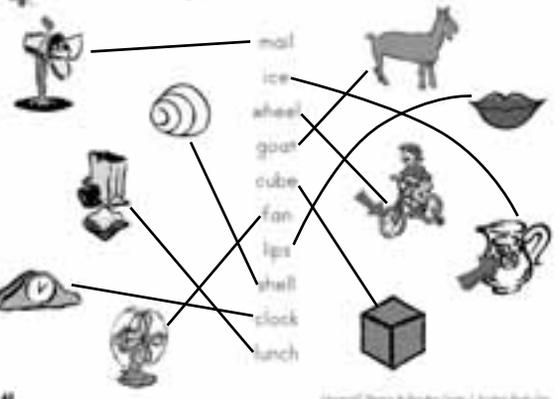
3 Write the middle consonant sound for each picture.



b g d

t p l

4 Draw lines to match the pictures with the words.



mail ice  
wheel goat  
shell cube  
fan lips  
clock shell  
lunch

Pictures: **mail**  
**shell**  
**lunch**  
**clock**  
**fan**

**goat**  
**lips**  
**wheel**  
**ice**  
**cube**

**Activity 5.** Read the instructions and the word choices with the student. Make sure that the student underlines the correct word choice as well as writing it on the lines.

Sentences:

1. **My dog is Sam.**
2. **He is brown.**
3. **He likes to play.**
4. **We go to the park.**
5. **I take my mitt.**
6. **My dog and I play ball.**
7. **My dog runs as fast as he can.**
8. **He likes to get the ball.**
9. **One day I took my dog to school.**
10. **We were having “show and tell.”**
11. **The kids liked to pet my dog.**

**Activity 6.** Read the instructions with the student and stress the importance of adding the diacritical markings to the words they write on the lines.

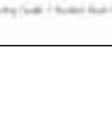
Words: **fine, robe, made, cute, tube, bite, dime, tape**

**5** Underline the word that completes each sentence. Write it on the line.

1. Sam / map My dog is Sam 
2. brown / jumpy man He is brown
3. play / bed can He likes to play
4. park / fat bib We go to the park 
5. mitt / wind mitt I take my mitt 
6. ball / wig pig My dog and I play ball 
7. runs / top nap My dog runs as fast as he can.
8. get / bath net He likes to get the ball.
9. school / jet school One day I took my dog to school
10. tell / ball pet We were having “show and tell.”
11. pet / read ham The kids liked to pet my dog.

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**6** Read the short vowel words. Add a short i, cross it out, and make a straight line over the vowel to show that it has the long sound.

1. Add silent i to fin: fīnē 
2. Add silent i to rob: rōbē 
3. Add silent i to mad: mādē 
4. Add silent i to cut: cūtē 
5. Add silent i to tub: tūbē 
6. Add silent i to bit: bītē 
7. Add silent i to dim: dīmē 
8. Add silent i to tap: tāpē 

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# Lesson 11 - Capitalization & Punctuation

## Overview:

- Add punctuation to sentences
- Copy sentences, adding correct punctuation
- Copy sentences, adding correct capitalization and punctuation

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *Racing*

## Teaching Tips:

**Activity 1.** Review the punctuation and capitalization rules with the student. Use the white board or chalkboard to write examples of short sentences. Discuss whether the sentences are statements, questions, or exclamations. Have the student read the sentences and add the correct punctuation on the line provided.

Sentences:

1. **My dog likes bones.**
2. **I am seven years old.**
3. **How old are you?**
4. **I love my mom and dad.**
5. **Look out for that car!**
6. **Mike likes to eat chips.**
7. **Wow! Look at that!**
8. **What is your name?**
9. **Will you be my pal?**
10. **Stop! Come back!**

Lesson 11 Capitalization & Punctuation Name: \_\_\_\_\_

**Rules:**  
A sentence is a complete thought that tells who did what. Every sentence must start with a capital letter and end with a period (.) at the end of a statement, a question mark (?) at the end of a question, or an exclamation mark (!) to show excitement or a command.

1 Read the sentence. Write a period if the sentence is a statement, a question mark if the sentence is a question, or an exclamation mark if the sentence shows excitement.

1. My dog likes bones. \_\_\_\_\_ 6. Mike likes to eat chips. \_\_\_\_\_  
2. I am seven years old. \_\_\_\_\_ 7. Wow! Look at that! \_\_\_\_\_  
3. How old are you? \_\_\_\_\_ 8. What is your name? \_\_\_\_\_  
4. I love my mom and dad. \_\_\_\_\_ 9. Will you be my pal? \_\_\_\_\_  
5. Look out for that car! \_\_\_\_\_ 10. Stop! Come back! \_\_\_\_\_

. ? ! . ? ! . ? ! . ? !

**Rule:**  
An abbreviation is a short form of a word. A period (.) is used after an abbreviation. Examples: Mr. and Mrs.

2 Read the sentence and copy it on the lines below. Add the correct punctuation.

Mr. and Mrs. Dix will meet with Mr. Jones today

Mr. and Mrs. Dix will meet with Mr. Jones today.

**Activity 2.** Discuss the formation of abbreviations. Use the white board or chalkboard to illustrate how **Mister** and **Mistress** become **Mr.** and **Mrs.** Have the students think of other words they have seen that are abbreviations.

Examples:

gallon = gal., et cetera = etc., inches = in.

Sentence:

**Mr. and Mrs. Dix will meet with Mr. Jones today.**

**Activity 3.** Help the student read the sentences. Review the rules capitalization and punctuation and have the student copy each sentence on the lines below with the correct capitalization and punctuation.

Sentences:

1. **Sam and I will go to a ball game.**
2. **Will Ed and Jim go with us?**
3. **Mr. Jones will take us to the game.**
4. **Do you want a hot dog?**
5. **Wow! He hit a home run!**
6. **We had a nice day with Mr. Jones.**

**Rules:**

A capital letter is used at the beginning of every sentence. Names also begin with a capital letter as in Jim and Bob.

**3** Read the sentences and copy them on the lines below. Use the correct capitalization and punctuation.

Sam and I will go to a ball game.

Sam and I will go to a ball game.

Will Ed and Jim go with us?

Will Ed and Jim go with us?

Mr. Jones will take us to the game.

Mr. Jones will take us to the game.

Do you want a hot dog?

Do you want a hot dog?

Wow! He hit a home run!

Wow! He hit a home run!

We had a nice day with Mr. Jones.

We had a nice day with Mr. Jones.

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# Lesson 12 - Review: Long Vowel & Short Vowel Sounds

## Overview:

- Auditory recognition of long and short vowel sounds
- Rhyming words
- Matching pictures to words
- Sentence completion

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *Mike's Kite*

## Teaching Tips:

Review phonetic sounds using alphabet flashcards. Read through all the words in the activities with the student. Discuss the pictures in each activity so that the student is able to identify them correctly. (**Optional:** You may have the student place diacritical markings on the words he writes.)

**Activity 1.** Read the words in the word box. Discuss the rules and ask the student to identify which words have vowel pairs, which words have silent **e**, and which words have the short vowel sound. Instruct the student to write the words under the correct categories. Ask for verbal responses for examples of short **ū** words.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| Long <b>ā</b> : <b>fail, rate</b>  | Short <b>ă</b> : <b>rat, zap</b>  |
| Long <b>ē</b> : <b>eat, week</b>   | Short <b>ĕ</b> : <b>mess, fed</b> |
| Long <b>ī</b> : <b>dime, white</b> | Short <b>ĭ</b> : <b>lid, wig</b>  |
| Long <b>ō</b> : <b>coat, toe</b>   | Short <b>ŏ</b> : <b>rob, cot</b>  |
| Long <b>ū</b> : <b>flute, blue</b> |                                   |

**Activity 2.** Help the student read the words in the activity. The student will draw lines to match the words that rhyme. Ask for verbal examples of additional long vowel rhyming words.

- Rhyming words: **pain/gain**    **eat/treat**  
**boat/moat**    **bike/like**  
**lake/bake**    **flute/cute**

Lesson 12    Name: \_\_\_\_\_  
 Long Vowel & Short Vowel Sounds

**Rules:**  
 When a word or syllable has two vowels, the first vowel is usually long, and the second vowel is usually short as in *kit, put, wrap, this, and job*.  
 When a word has one vowel, the vowel usually has the short sound as in *bit, let, and top*.

Put the words from the list into the correct categories.

**Word List**  
 coat   rob   mess   week   wig   cot   dime   zap   white  
 eat   fail   lid   flute   rate   rat   fed   blue   toe

Long a fail rate	Long e eat week	Long I dime white
Long o coat toe	Long u flute blue	Short a rat zap
Short e mess fed	Short I lid wig	Short o rob cot

2 Draw lines to match the words that rhyme.

pan	moat
eat	tie
boat	bake
bike	gain
lake	line
flute	dime
game	cute
pine	treat
time	like
pie	lame

3 Draw lines to match the words with the same vowel sounds.

plane	deal
thup	wet
te	run
tune	June
cat	got
fur	lane
wheel	lug
cat	win
get	that

- game/lame**    **pine/line**  
**time/dime**    **pie/tie**

**Activity 3.** Help the student read the words in the activity. The student will draw lines to match the words that rhyme. Have the student identify which words have the short vowel sound and which words have the long vowel sound.

Rhyming words: **plane/Jane thug/lug**  
**tin/win tune/June**  
**cat/that fun/run**  
**wheel/deal cot/got**  
**get/wet**

**Activity 4.** Discuss each picture so that the student can correctly identify them. Read the words and have the student draw a line to match the words with the correct pictures.

Pictures: **flute week**  
**van frog**  
**clock duck**  
**pine cat**  
**cane lid**

**Activity 5.** Have the student write a sentence, using at least three of the words in the list in Activity 4. Remind the student that the sentence should begin with a capital letter and end with the appropriate punctuation mark. Remind the student to capitalize any proper names used in the sentence.

**Activity 6.** Help the student read the sentences and the word choices and choose the correct word for each sentence. The student will underline the word that best completes each sentence and print it on the line.

Sentences:

1. **Jim rides a bus to class.**
2. **He likes school very much.**
3. **Jim sits at a desk.**
4. **In the morning, he reads books.**
5. **In the afternoon, he works on math.**
6. **Mike is Jim's best pal.**
7. **They like to play outside.**
8. **Jim and Mike like to play tag.**
9. **At lunch, they sit together.**
10. **Jim is glad that he has such a good pal.**

4 Draw lines to match the pictures with the words.

clock  
pine  
lid  
flute  
wheel  
van  
frog  
duck  
cat  
tiger  
cane  
car

5 Now write a sentence using at least three of the words from above.

---



---



---

6 Underline the word that completes each sentence. Write it on the line.

1. and  
are Jim rides a bus to class.
2. bus  
school  
He likes school very much.
3. desk  
car  
Jim sits at a desk.
4. turn  
fun  
reads  
In the morning, he reads books.
5. math  
path  
both In the afternoon, he works on math.
6. best  
try  
wig Mike is Jim's best pal.
7. ran  
play  
pan They like to play outside.
8. took  
tag  
try Jim and Mike like to play tag.
9. cat  
man  
sit At lunch, they sit together.
10. glad  
car  
green Jim is glad that he has such a good pal.

# Lesson 13 - Compound Words

## Overview:

- Write two words that make up the compound word
- Choose correct compound to word to match the clue
- Complete crossword puzzle using compound words
- Write correct compound words in sentences

## Materials and Supplies:

- Teacher’s Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Big Backyard*

## Teaching Tips:

Make word cards for the compound words presented in the lesson. Review them with the student as necessary. Help the student pronounce the words in the lesson. Explain the rule for compound words and review the examples. See if the student can think of some more examples.

**Activity 1.** Review the rule for compound words. Help the student read the words in the activity. Review the pictures with the student. The student will write the two words that make up each compound word.

Words:	<b>dog</b>	<b>house</b>
	<b>back</b>	<b>yard</b>
	<b>sun</b>	<b>light</b>
	<b>scare</b>	<b>crow</b>
	<b>cup</b>	<b>cake</b>
	<b>rail</b>	<b>road</b>
	<b>rain</b>	<b>coat</b>
	<b>my</b>	<b>self</b>
	<b>pop</b>	<b>corn</b>
	<b>pea</b>	<b>nut</b>

**Activity 2.** Go over the words in the list. Help the student read the sentences. The student will print the correct word to go with each clue.

Lesson **13**      Student Work      Name: \_\_\_\_\_

**Rules:**

A compound word is a word made from two or more words joined together to make one word, as in backyard, snowday, or mailbox.

**1** Write the two words that make up the compound word.

doghouse	dog	house	
backyard	back	yard	
sunlight	sun	light	
scarecrow	scare	crow	
cupcake	cup	cake	
railroad	rail	road	
raincoat	rain	coat	
myself	my	self	
popcorn	pop	corn	
peanut	pea	nut	

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**2** Choose the correct compound word that goes with the clue.

**Word List**  
mailbox    backpack    cupcake    popcorn    sailboat

1. A box for mail is a mailbox.

2. A cake that comes in a cup is a cupcake.

3. Corn that you pop is popcorn.

4. A boat that sails is a sailboat.

5. A pack that goes on your back is called a backpack.



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Sentences:

- 1. A box for mail is a mailbox.**
- 2. A cake that comes in a cup is a cupcake.**

- 3. **Corn that you pop is popcorn.**
- 4. **A boat that sails is a sailboat.**
- 5. **A pack that goes on your back is called a backpack.**

**Activity 3.** Review the words in the list. Help the student read the crossword puzzle clues. Assist the student as necessary with the crossword puzzle.

- Across: **1. sailboats**  
**3. scarecrow**  
**4. doghouse**
- Down: **2. seaweed**  
**3. sandbox**

**Activity 4.** Help the student read the sentences and the word choices. The student will underline the words that correctly complete the sentences and print the words on the lines.

Sentences:

- 1. **It was time for Mike to eat breakfast.**
- 2. **His mom made pancakes.**
- 3. **Mike was playing in the backyard.**
- 4. **His mother called him inside.**
- 5. **He asked her if he could eat outside.**
- 6. **Mike got to eat outdoors.**
- 7. **He also ate a cupcake.**
- 8. **Next time, he will have oatmeal.**

3 Use the words from the list to complete the crossword puzzle.

doghouse    sandbox    sailboats    seaweed    scarecrow

ACROSS  
 1. We can see on the sea in them.  
 3. Farmers sometimes put this in their fields to keep the birds away.  
 4. A place for a dog to sleep.

DOWN  
 2. A plant that grows in the sea.  
 3. You can play with sand in this.

4 Underline the compound word that completes each sentence. Write it on the line.

1. It was time for Mike to eat breakfast  
 make    breakfast    corn

2. His mom made pancakes   
 make    pancakes    store

3. Mike was playing in the backyard  
 yard    grape    backyard

4. His mother called him inside  
 keep    inside    around

5. He asked her if he could eat outside  
 now    table    outside

6. Mike got to eat outdoors   
 over    outdoors    are

7. He also ate a cupcake  
 cupcake    kite    ransoon

8. Next time, he will have oatmeal  
 way    oatmeal    machine



**Activity 5.** Review the rule. Help the student read the words in the activity. The student will write the plural form of each word by adding an **s** to the end of each word.

Words: **turkeys, monkeys, jays, toys, plays, donkeys, chimneys**

**Activity 6.** Remind the student that a base word is a word that does not have a prefix or a suffix. Help the student read the words as necessary and instruct the student to print the base word for each word on the line.

Words: **dress, church, toy, turkey, brush, fox, class**

**Activity 7.** Go over the rule. Help the student read the words in the activity and identify the pictures as necessary. The student will print the plural form of each word by changing the **f** or **fe** to a **v** and adding **es**.

Words: **leaves, shelves, elves, halves, lives, wives, knives, wolves, calves, scarves**

**Rule:**  
When a word ends in a vowel plus *y*, you usually add *s* at the end to make the word plural.

**5. Write the plural form of each word.**

turkey	turkeys	donkey	donkeys
monkey	monkeys	chimney	chimneys
jay	jays		
toy	toys		
play	plays		

**6. Write the base word for each of the plural words.**

dresses	dress	foxes	fox
churches	church	classes	class
toys	toy		
turkeys	turkey		
brushes	brush		

**Rule:**  
When a word ends in *f* or *fe*, change the *f* to a *v* and *es* to make the word plural, as in *leaf* becomes *leaves*, *elf* becomes *elves*, and *wife* becomes *wives*.

**7. Write the plural form of each word.**

leaf	leaves	
shelf	shelves	
elf	elves	
half	halves	
life	lives	
wife	wives	
knife	knives	
wolf	wolves	
colf	calves	
scarf	scarves	

# Lesson 15 - Suffixes in Short Vowel Words

## Overview:

- Make new words by adding suffixes **-s**, **-ed**, and **-ing**
- Write base words for words with suffixes
- Complete sentences adding correct suffixes to base words
- Add suffixes **-er**, **-ed**, **-est**, and **-ing** (double consonant rule)

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *Bill and Jeff*

## Teaching Tips:

Go over the rules in the lesson. Since there are many rules, you may want to review them several times. Refer to the **Teacher Resources** section of this teacher handbook for reproducible flashcards with phonics rules.

**Activity 1.** Discuss the rule. Assist the student in reading the words in the activity as necessary. The student will print new words on the lines by adding **s**, **ed**, and **ing** to the ends of the words.

Words: **rains**      **rained**      **raining**  
**lifts**      **lifted**      **lifting**  
**cleans**      **cleaned**      **cleaning**  
**mends**      **mended**      **mending**  
**opens**      **opened**      **opening**  
**peeks**      **peeked**      **peeking**

**Activity 2.** Review the rule about base words. Have the student write the base word for each of the words shown.

Words: **rain**, **play**, **clean**, **open**, **mend**

**Activity 3.** Review the rule about the suffixes **-er** and **-est**. Assist the student in reading the sentences and the words under the lines. Have

Lesson 15 Suffixes in Short Vowel Words Name: \_\_\_\_\_

**Rule:**  
A suffix is an ending that is added to a base word. Many words do not have to have their spelling changed before a suffix is added.

1 Make a new word by adding the suffix **-s**, **-ed**, or **-ing**. Write the new words on the lines.

	<b>-s</b>	<b>-ed</b>	<b>-ing</b>
rain	rains	rained	raining
lift	lifts	lifted	lifting
clean	cleans	cleaned	cleaning
mend	mends	mended	mending
open	opens	opened	opening
peek	peeks	peeked	peeking

**Rule:**  
Base words are words that do not have a prefix (beginning) or a suffix (ending) added to them.

2 Write the base word for each of the following words.

raining	rain	opened	open
played	play	mending	mend
cleaning	clean		

**Rule:**  
The suffix **-er** is used to compare two things. The suffix **-est** is used to compare more than two things. Examples: "Joe is **shorter** than her sister." (comparing two things). "She is the **shortest** in her family." (comparing more than two things).

3 Read each sentence. Add **-er** or **-est** to the word shown under the line. Then write the new word on the line.

1. Bill is taller than his brother, Jeff.
2. Jeff is shorter than Bill.
3. Jeff is older than Bill.
4. Bill is the tallest member of the family.
5. He is also the youngest.

**Rule:**  
The suffix **-er** sometimes means "a person who." Examples: someone who works is a worker. A person who bakes is a baker.

4 Add the suffix **-er** to each word. Write the new word on the line.

jump	jumper	climb	climber
paint	painter	bake	baker

the student complete the sentences by adding either **er** or **est** to the word and writing it on the line.

Sentences:

1. **Bill is taller than his brother, Jeff.**
2. **Jeff is shorter than Bill.**
3. **Jeff is older than Bill.**
4. **Bill is the tallest member of the family.**
5. **He is also the youngest.**

**Activity 4.** Review the rule with the student, and have him add the suffix **-er** to each of the words. Have the student read the words to you. Ask for additional examples.

Words: **jumper, climber, painter, baker**

**Activity 5.** Go over the rule. Use the white board or chalkboard as necessary to write down examples of the rule. Have the student read the words, print new words on the lines by adding the suffix **-ed** to the words.

Words: **ripped, begged, fanned, stopped, tipped**

**Activity 6.** Go over the rule. Use the white board or chalkboard as necessary to write down examples of the rule. Have the student read the words, print new words on the lines by adding the suffix **-er** to the words.

Words: **hotter, flatter, batter, winner, runner**

**Activity 7.** Go over the rule. Use the white board or chalkboard as necessary to write down examples of the rule. Have the student read the words, print new words on the lines by adding the suffix **-est** or **-ing** to the words.

Words: **hottest, gladdest, running, flattest, winning, spinning**

**Activity 8.** Help the student read the sentences as necessary, add the correct suffix to the word under the line and write the new word on the line.

Sentences:

1. **Today was the hottest day of summer.**
2. **We went swimming.**
3. **Jimmy made the biggest splash.**
4. **He is the shortest one of all of us.**
5. **We had fun playing in the pond.**
6. **We laughed when a frog hopped by Jimmy's foot.**
7. **I tried skipping like the frog.**
8. **When we went home, we all napped.**

**Activity 9.** Have the student write one sentence

**Rule:**  
If a word with a short vowel ends in a single consonant, you usually double the consonant before adding a suffix that begins with a vowel. Examples: *ripp* → *ripp*ed, *stop* → *stop*ped, *beg* → *beg*ged, *tip* → *tip*ped, *fann* → *fann*ed, *stop* → *stop*ped, *tip* → *tip*ped.

**5. Add the suffix -ed to make new words.**

rip	ripped		stop	stopped
beg	begged		tip	tipped
fann	fanned			

**6. Add the suffix -er to make new words.**

hot	hotter		win	winner
flat	flatter		run	runner
batt	batter			

**7. Add the suffix -est or -ing to make new words.**

hot	hottest		flat	flattest
glad	gladdest		win	winning
run	running		spin	spinning

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**8. Read each sentence. Add the correct suffix to the word under the line. Then write the new word on the line.**

1. Today was the hottest day of summer.  
hot
2. We went swimming.   
swim
3. Jimmy made the biggest splash.  
big
4. He is the shortest one of all of us.   
short
5. We had fun playing in the pond.   
play
6. We laughed when a frog hopped by Jimmy's foot.  
hop
7. I tried skipping like the frog.  
skip
8. When we went home, we all napped.  
nap

**9. What would you do on a hot day? Write your answer below.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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answering the question, **“What would you do on a hot day?”** Remind the student about correct capitalization and punctuation.

# Lesson 16 - Suffixes in Silent e Words

## Overview:

- Practice writing words adding suffixes **-es**, **-er**, and **-est**
- Identify and write base words
- Complete sentences by adding correct suffixes to base words
- Sentence writing

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *Baking Cookies*

## Teaching Tips:

Go over the rule and the examples. Have the student think of additional examples of the rule. Make word cards for the words in the lesson as necessary.

**Activity 1.** Review the rule. The student will add the suffixes **-es**, **-er**, or **-est** to make new words and print the new words on the lines. Aid the student with suffix selection and spelling as needed.

Words: **bake / bakes, baker**  
**take / takes, taker**  
**make / makes, maker**  
**dive / dives, diver**  
**slice / slices, slicer**  
**cute / cuter, cutest**

Lesson **16**      Suffixes in Silent e Words      Name: \_\_\_\_\_

**Rule:**  
 If a word ends in silent e, drop the e before adding a suffix that begins with a vowel.  
 Examples: *baking* writes *bakes*, *diving* writes *dives*.

**1** Add the suffixes **-es**, **-er**, or **-est** to each word. Write the new words on the lines.

bake	bakes	baker	
take	takes	taker	
make	makes	maker	
dive	dives	diver	
slice	slices	slicer	
cute	cuter	cutest	

**2** Now write the base word for each word below.

shining	shine	writer	write
bravest	brave	bakes	bake
hoping	hope	smiles	smile
used	use	hiding	hide

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**Activity 2.** Help the student read the words as necessary. The student will write the base word for each of the words listed. Aid the student with spelling as needed.

Words: **shine, brave, hope, use, write, bake, smile, hide**

**Activity 3.** Help the student read the sentences and sound out unfamiliar words. Have the student add the correct suffix to the base word and write the new word on the lines.

Sentences:

1. **Jill was baking cookies.**
2. **Her pal Kim was making them with her.**
3. **They used a wooden spoon to mix things.**
4. **Mom smiled as she watched them.**
5. **She hoped the cookies would be good.**
6. **The girls were taking turns adding things.**
7. **Mom liked the way she shared the spoon.**
8. **Jill and Kim were being safe by having Mom use the stove.**

**Activity 4.** Have the student write a sentence or two about foods that they have helped to make. Emphasize correct punctuation and capitalization.

**3** Read each sentence. Add the correct suffix to each word under the lines. Then write the new word on the lines.

1. Jill was baking cookies.  
bake

2. Her pal Kim was making them with her.  
make

3. They used a wooden spoon to mix things.  
use

4. Mom smiled as she watched them.  
smile

5. She hoped the cookies would be good.  
hope

6. The girls were taking turns adding things.  
take

7. Mom liked the way they shared the spoon.  
like

8. Jill and Kim were being safe by having Mom use the stove.  
have

**4** What foods or meals have you helped to make? Tell about them on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Lesson 17 - Suffixes -ful, -ly, -less, -ness, Consonant Digraph sh

## Overview:

- Make new words by adding correct suffixes to base words
- Complete sentences by adding correct suffixes to base words
- Identify and write base words
- Sentence writing
- Complete words by adding consonant digraph **sh**
- Identify consonant digraph **sh** as a word beginning or word ending
- Rhyming words with consonant digraph **sh**

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *Mark's Scooter*

## Teaching Tips:

Review the rules about suffixes **-ful**, **-ly**, **-less**, and **-ness**. Review the base words also. Review the consonant digraph **sh** rule and have the student think of additional examples for both rules. Use the white board or chalkboard to illustrate examples of both rules. Make word cards for any unknown words in the lesson.

**Activity 1.** Go over the rule. Help the student read the words in the activity. The student will make new words by adding **-ful**, **-ly**, **-less**, or **-ness** to the base words and print the new words on the lines.

Words: **hope / hopeful, hopeless**  
**use / useful, useless**  
**kind / kindly, kindness**  
**care / careful, careless**  
**glad / gladly, gladness**

Lesson 17 Suffixes -ful, -ly, -less, -ness, Consonant Digraph sh Name: \_\_\_\_\_

**Rules:**  
 A suffix is an ending that is added to a base word to make a new word. Usually when the suffixes -ful, -ly, -less, or -ness are added, the spelling of the base word does not change. Examples: painful, useless, hopeless, quickly.

**1** Make new words by adding -ful, -ly, -less, or -ness to the base words.

hope: hopeful, hopeless 

use: useful, useless 

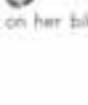
kind: kindly, kindness 

care: careful, careless 

glad: gladly, gladness 

**2** Read each sentence. Add the suffix -ful, -ly, -less, or -ness to the base word. Write the new word on the line in the sentence.

1. Mary had to be careful riding her bike. 

2. She wanted to ride safely. 

3. Her mom gladly helped her to get on her bike. 

4. Mary's bike was very colorful. 

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**3** Write the base word for each of the words below.

neatness: neat 

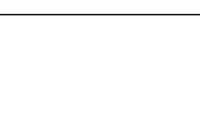
body: bad 

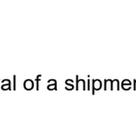
thankful: thank 

careless: care 

spoonful: spoon 

loudly: loud 

goodness: good 

sickness: sick 

hopeful: hope 

**4** Write a sentence using at least two of the words from above.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Activity 2.** Help the student read the sentences and the base words, add the correct suffix to the base word, and write the new word on the lines.

Sentences:

1. **Mary had to be careful riding her bike.**
2. **She wanted to ride safely.**
3. **Her mom gladly helped her to get on her bike.**
4. **Mary's bike was very colorful.**

**Activity 3.** Assist the student in reading the words as necessary, and have the student write the correct base word for each of the words with suffixes.

Words: **neat, bad, thank, care, spoon, loud, good, sick, hope**

**Activity 4.** Have the student write a sentence, using at least two words from Activity 3. Emphasize correct punctuation and capitalization.

**Activity 5.** Discuss the sound consonant digraph **sh** makes. Have the student add **sh** to the words and read the words aloud.

Words: **wish, rush, shed, shut**

**Activity 6.** Discuss consonant digraph **sh** as a word ending or word beginning. Identify each picture. Have the student circle the first **sh** if it is a word beginning or the second **sh** if it is a word ending. Have the student say the words aloud.

Pictures: **dish, fish, ship, shop**  
**cash, shell, shirt, shed**

**Activity 7.** Have the student read each of the words in the list and draw a line to connect the words that rhyme.

Rhyming words: **shell/tell**  
**cash/hash**  
**shut/hut**  
**wish/fish**  
**ship/rip**  
**rush/gush**

**Activity 8.** Instruct the student to add **sh** to each of the words and read the words aloud.

Words: **shin, sham, shun, dash**  
**mash, shag, shed, mush**

**Rules:**

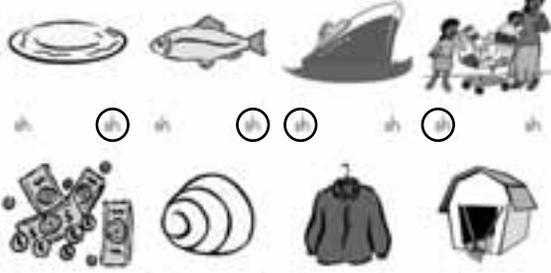
A consonant digraph is two consonants that stay together to make their special sound. Consonant digraph **sh** can be used at the beginning or end of a word, as in *shut* and *fish*.

**5.** Look at the pictures. Find the words under each picture with the **sh** sound.



wi sh   ru sh   sh ed   sh ut

**6.** Look at the pictures below. Circle the correct **sh** to show whether the **sh** sound is at the beginning or at the end of the word.

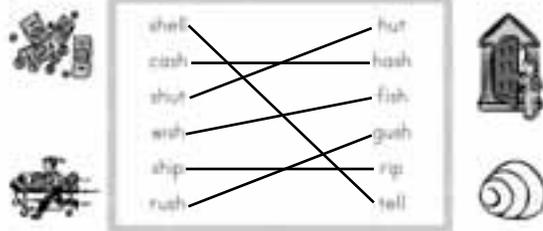


sh   sh   sh   sh   sh   sh   sh   sh

sh   sh   sh   sh   sh   sh

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**7.** Draw lines to match the words that rhyme.



shell	hut
cash	hash
shut	fish
wish	gush
ship	rip
rush	tell

**8.** Add **sh** to each of the words below, then read the words to your teacher.

sh in   sh am   sh un   dash

mash   sh ag   sh ed   mush



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# Lesson 18 - Suffixes -y, -en, -able, Consonant Blends cl, cr

## Overview:

- Make new words by adding the correct suffixes
- Identify base words in words with suffixes
- Complete sentences by adding suffixes to base words
- Complete words by adding consonant blends **cl** and **cr**
- Sentence completion

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Frosty Night*

## Teaching Tips:

Review the rules about suffixes **-y**, **-en**, and **-able**. Review the base words, also. Discuss consonant blends **cl** and **cr**, and have the student think of additional examples for both rules. Use the white board or chalkboard to illustrate examples of both rules. Make word cards for any unknown words in the lesson.

**Activity 1.** Help the student read the words as needed. The student will add the suffix **-y** to each of the words and write the new words on the lines. Have the student read the words aloud.

Words: **windy, tricky, speedy, handy, dusty**

**Activity 2.** Help the student read the words as needed. The student will add the suffix **-en** to each of the words and write the new words on the lines. Have the student read the words aloud.

Words: **weaken, darken, sharpen, harden, loosen**

**Activity 3.** Help the student read the words as needed. The student will add the suffix **-able** to each of the words and write the new words on the lines. Have the student read the words aloud.

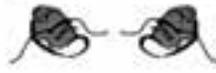
Lesson 18 Suffixes -y, -en, -able, Consonant Blends cl, cr Name: \_\_\_\_\_

**Rules:**  
When a word ends in a single or a double consonant, the spelling does not usually need to be changed when adding the suffix -y, -en, or -able. Examples: frosty, windy, quicken, weakenable.

**1 Add the suffix -y to make new words.**

wind windy hand handy  
trick tricky dust dusty  
speed speedy 

**2 Add the suffix -en to make new words.**

weak weaken hard harden  
dark darken loose loosen  
sharpen 

**3 Add the suffix -able to make new words.**

crush crushable sink sinkable  
suit suitable drink drinkable  
break breakable 

**4 Read each word and write its base word on the line beside it.**

soften soft dusty dust  
drinkable drink sticky stick  
wearable wear 

**5 Read each sentence. Choose the correct word to complete the sentence. Write the word on the line.**

1. The vase is very valuable.  
valuable drinkable 

2. It is made of breakable glass.  
darken breakable

3. It is only suitable to look at.  
suitable sinkable

4. Sometimes it gets dusty on the shelf.  
frosty curly

Words: **crushable, suitable, breakable, sinkable, drinkable**

**Activity 4.** Help the student read the words as needed, instruct him to write the base word for each word on the line.

Words: **soft, drink, wear, dust, stick**

**Activity 5.** Help the student read the sentences and write the correct word to complete the sentence on the line.

NOTE: Underlining the correct word is optional.

Sentences:

1. **The vase is very valuable.**
2. **It is made of breakable glass.**
3. **It is only suitable to look at.**
4. **Sometimes it gets dusty on the shelf.**

**Activity 6.** Identify the pictures with the student, and have the student finish the words under each picture with the consonant blend **cl**. Have the student read the words aloud.

Words: **class, cliff, clap, clock**

**Activity 7.** Have the student add the consonant blend **cl** to each of the words and read the words aloud.

Words: **clam, clan, clef, clod**  
**clog, clop, clip, club**

**Activity 8.** Have the student add the consonant blend **cr** to each of the words and read the words aloud.

Words: **cram, crag, crib, cross**  
**crop, crab**

**Activity 9.** Read the sentences with the student, assisting with words when necessary. Instruct the student to pick the word that correctly completes the sentences and write the word on the line.

NOTE: Underlining the correct word is optional.

Sentences:

1. **Be careful when you cross the road.**
2. **It is time to go to class.**
3. **Mom had a clog in the sink.**
4. **Jan looked at the clock to tell the time.**
5. **The baby sleeps in a crib.**
6. **We will hike to the top of the cliff.**

**Rules**

A consonant blend is two consonants that work together at the beginning or ending of a word. Each consonant keeps its own sound. In consonant blend **cl**, **c** and **l** blend together to make the sound you hear in **class**. In consonant blend **cr**, **c** and **r** blend together to make the sound you hear in **crab**.

6. Look at the pictures. Finish the words under each picture with the **cl** sound.



class    cliff    clap    clock

7. Add **cl** to each of the words below, then read the words to your teacher.

clam    clan    clef    clod

clog    clop    clip    club

8. Add **cr** to each of the words below, then read the words to your teacher.

cram    crag    crib    cross

crop    crab

9. Read each sentence. Choose the correct word to complete the sentence. Then write the word on the line.

1. Be careful when you cross the road.  
cross    class
2. It is time to go to class.  
class    clog
3. Mom had a clog in the sink.  
clog    clock
4. Jan looked at the clock to tell the time.  
clock    crib
5. The baby sleeps in a crib.  
crib    cliff
6. We will hike to the top of the cliff.  
cliff    clog



# Lesson 19 - Review: Plurals & Suffixes, Consonant Blends bl, br

## Overview:

- Sentence completion
- Spelling plural words correctly
- Crossword puzzle
- Choosing correct spelling of plural words
- Correct word selection for a poem
- Adding consonant blends **bl** and **br** to words

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *Going Shopping*

## Teaching Tips:

Review all applicable rules from Lessons 11–18. Assist the student in reading the words and sentences as necessary. Use word cards if needed.

**Activity 1.** Help the student read the sentences and the word choices. The student will choose the correct words to complete the sentences and print the words on the lines.

Sentences:

1. Julie's family was going to move.
2. They were packing their boxes.
3. They had been looking for a house for months.
4. Moving day was the coldest day of the year.
5. Julie stayed in the truck where it was warmer.
6. She knew she would soon be helping.

**Activity 2.** Have the student read each of the words in the word list and print the correct spellings for each misspelled word on the lines.

Words: **foxes, churches, toys, wolves, jays**

**Activity 3.** Help the student read the words in the list and in the clues. Help the student complete the crossword puzzle as necessary.

Lesson 19 Review & Spelling Workbook Name: \_\_\_\_\_  
 Read each sentence. Choose the correct word to complete the sentence. Then write the word on the line.

1. Julie's family was going to move.
2. They were packing their boxes.
3. They had been looking for a house for months.
4. Moving day was the coldest day of the year.
5. Julie stayed in the truck where it was warmer.
6. She knew she would soon be helping.

2 The following plural words are spelled incorrectly. Write the correct spelling on the line next to each word. Remember: plural means more than one!

Word List: churches wolves jays toys foxes

foxes foxes    wulfs wolves  
 churches churches    jay jays  
 toies toys

3 Use the words from the list to complete the crossword puzzle.

wives glasses snowy leaves smoothest

ACROSS:  
 2. The book has \_\_\_\_\_.  
 4. The water on the lake is the \_\_\_\_\_ when it isn't windy.  
 5. The day was cold and \_\_\_\_\_.

DOWN:  
 1. She has trouble seeing so she needs \_\_\_\_\_.  
 3. In the fall, there are lots of \_\_\_\_\_.

- Across: **2. wives**      Down: **1. glasses**  
**4. smoothest**      **3. leaves**  
**5. snowy**

**Activity 4.** Help the student identify the words that are misspelled. The student will circle the words that are spelled correctly.

Words: **toys, boxes, dresses, brushes, elves, churches**

**Activity 5.** Help the student read the poem and the words in the list. The student will choose the words that correctly complete the poem and print them in the correct places in the poem.

Words: **flying, crawling, harder, smelly, hairy**

**Activity 6.** Discuss the rule for consonant blends **bl** and **br**. Have the student add **bl** to each of the words below and read them aloud.

Words: **bleed, bless, bliss, blank blot, bluff, bleat, blame**

**Activity 7.** Have the student add **br** to each of the words below and read them aloud.

Words: **brim, brag, brat, brush brand, brink, bribe, broke**

**4.** Circle the plural words that are correctly spelled.

1. toys      3. dresses      5. elfs  
toys      dress      elvz

2. boxes      4. brushes      6. churches  
boxz      brushz      churchz

**5.** Read the poem. Choose the correct words from the list to complete the poem.

Some bugs are   flying    
They have wings             
Some bugs are crawling  
They have other things             
Some bugs are harder  
And covered with a shell   
Some bugs even have             
A way to make them smell!  
But no matter how smelly  
Or hairy they are,  
I like bugs and I keep them in a jar!




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**Rules:**  
A consonant blend is two consonants that work together at the beginning or ending of a word. Each consonant keeps its own sound. In consonant blend (l, s) and l blend together to make the sound you hear in bliss. In consonant blend (c, s) and l blend together to make the sound you hear in track.

**6.** Add **bl** to each of the words below, then read the words to your teacher.

bleed    bless    bliss    blank  
blot    bluff    bleat    blame

**7.** Add **br** to each of the words below, then read the words to your teacher.

brim    brag    brat    brush  
brand    brink    bribe    broke

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**Activity 3.** Help the student read the words in the word list and in the riddles. The student will select the correct answer from the word list for each riddle.

- Words:      **1. tie**              **4. play**  
                  **2. train**           **5. wheels**  
                  **3. leaves**          **6. eat**

**Activity 4.** Assist the student as necessary in making up a riddle. Remind the student about correct spelling, punctuation, and capitalization. Have the student share his riddle with others in the class or with a family member.

**3** Read each riddle. Choose the correct word from the list to answer each riddle. Write the word on the line.

Word List					
wheels	train	tie	eat	play	leaves

- We do this with shoelaces.      \_\_\_\_\_ tie \_\_\_\_\_
- This runs on tracks.                \_\_\_\_\_ train \_\_\_\_\_
- These grow on trees.                \_\_\_\_\_ leaves \_\_\_\_\_
- We do this at recess.                \_\_\_\_\_ play \_\_\_\_\_
- Trains have these.                    \_\_\_\_\_ wheels \_\_\_\_\_
- We do this with food.                \_\_\_\_\_ eat \_\_\_\_\_



**4** Now make up a riddle of your own. Have your teacher help you write it down.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**71** Horizons Phonics & Reading Grade 1 Student Book for

# Test 2

## Lessons 11-20

### Instructions:

Have the student name the pictures in the test. Review the correct way to mark short and long vowel sounds in words. Review the definition of a compound word. Practice compound words, if necessary. Review the definition of the word plural. Review the rules for suffixes that were presented in the lessons. Review the definition for base word. Review the rule for vowel pairs. The teacher should be available to answer any questions that the student may have during the test.

**Activity 1.** Instruct the student to **write the entire word** and place the correct diacritical markings.

**Activity 2.** Read the instructions and the words with the student.

Words:     **back**     **yard**  
               **mail**     **box**  
               **sun**     **shine**  
               **sail**     **boat**  
               **cup**     **cake**  
               **to**     **day**

What do you remember?     Set 2     Lesson 11-20     Name: \_\_\_\_\_

**1** Look at each picture. Write and mark the vowel sound for each picture.

		
bŭs	căt	trā'n
		
lēaf	trēē	sēəl

**2** Write the two words that make up each compound word.

backyard	back	yard	
mailbox	mail	box	
sunshine	sun	shine	
sailboat	sail	boat	
cupcake	cup	cake	
today	to	day	

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**Activity 3.** Read the singular words with the student, and instruct him to write the plural forms on the lines next to the words.

Words: **dresses, foxes, wolves**  
**brushes, classes, churches**

**Activity 4.** Read the words with the student, and instruct him to write the base words on the lines.

Words: **jump, tall, farm, use, safe, shine**  
**hot, hop, pet, hide, bake, chase**

**Activity 5.** Review the instructions with the student.

Underlined words:

1. **paint**
2. **painted, pie**
3. **pie, real, eat**
4. **play**

**3** Write the plural form of each word.

dress	dresses	brush	brushes
fox	foxes	class	classes
wolf	wolves	church	churches

**4** Write the base word for these words with suffixes.

jumping	jump	hottest	hot
taller	tall	hopped	hop
farmer	farm	petting	pet
used	use	hiding	hide
safest	safe	baker	bake
shining	shine	chasing	chase

**5** Read each sentence. Underline the words containing the vowel pairs oo, oo, oo, oo, oo or ee.

1. Jill likes to paint.
2. She painted a picture of a pie.
3. The pie looked so real, she wanted to eat it!
4. After that, she went outside to play.



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# Teacher Resources

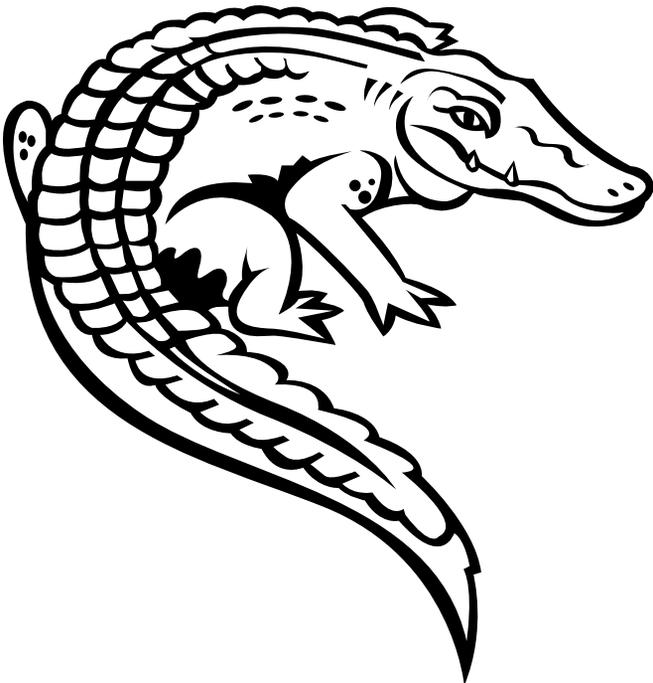




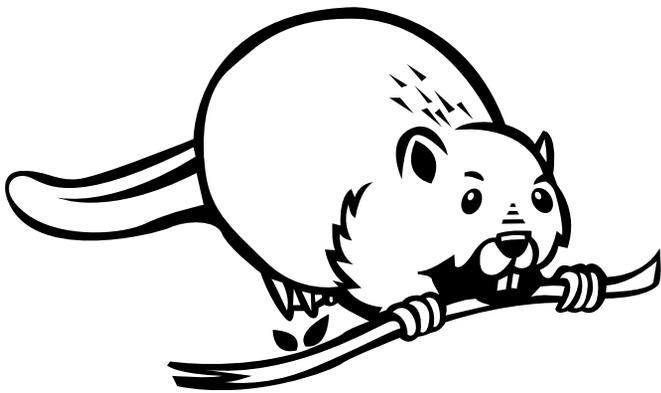


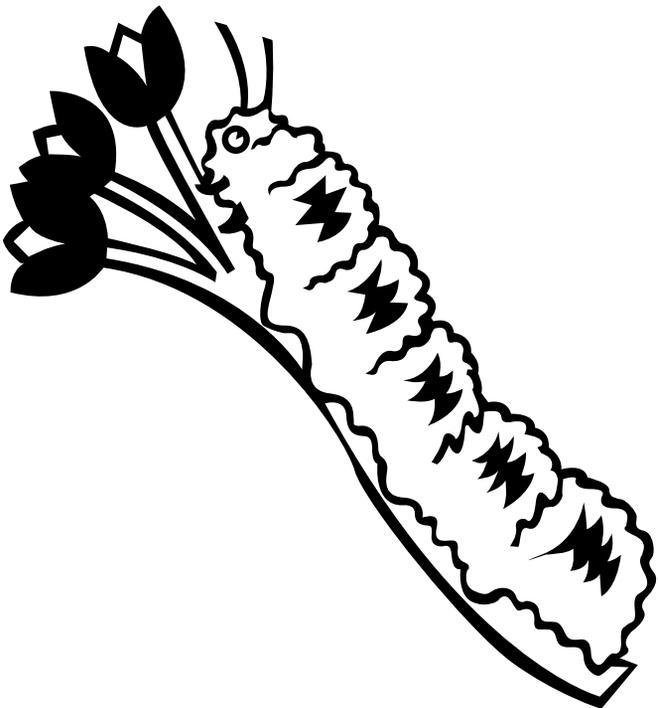
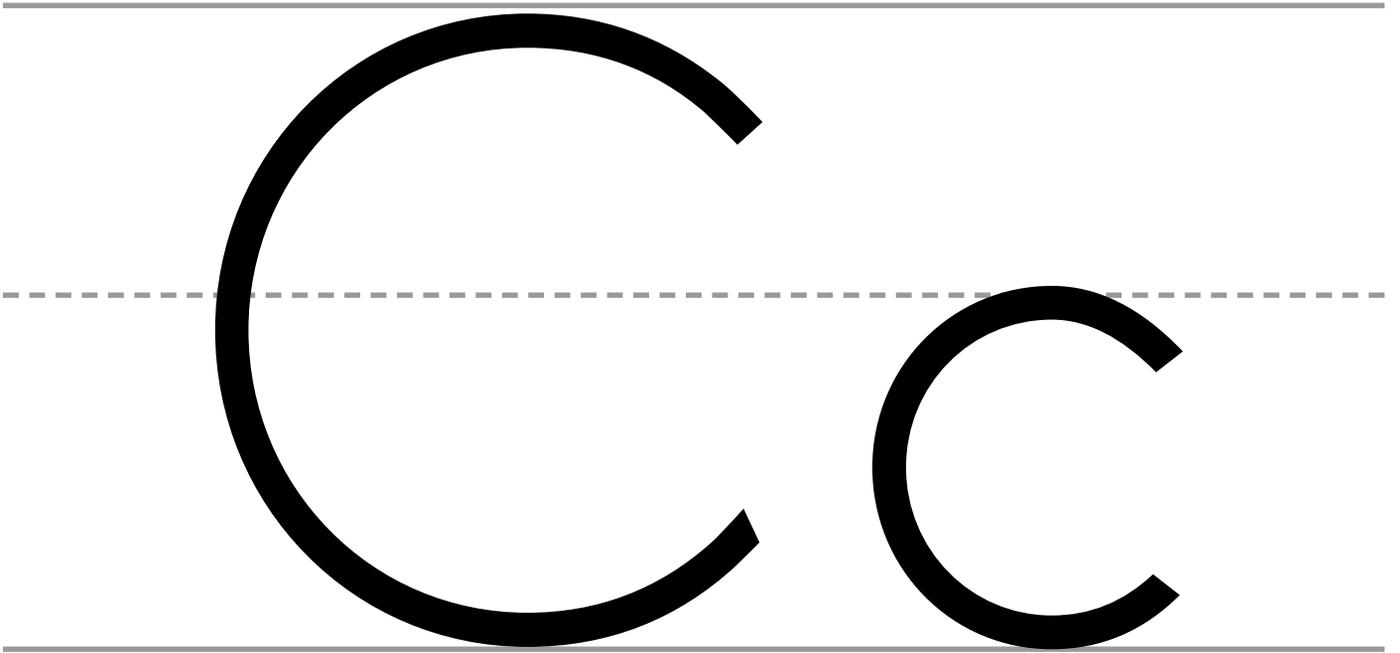
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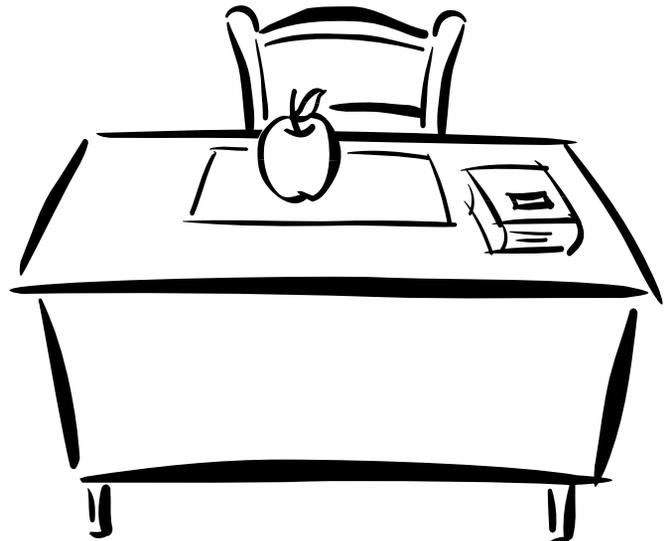
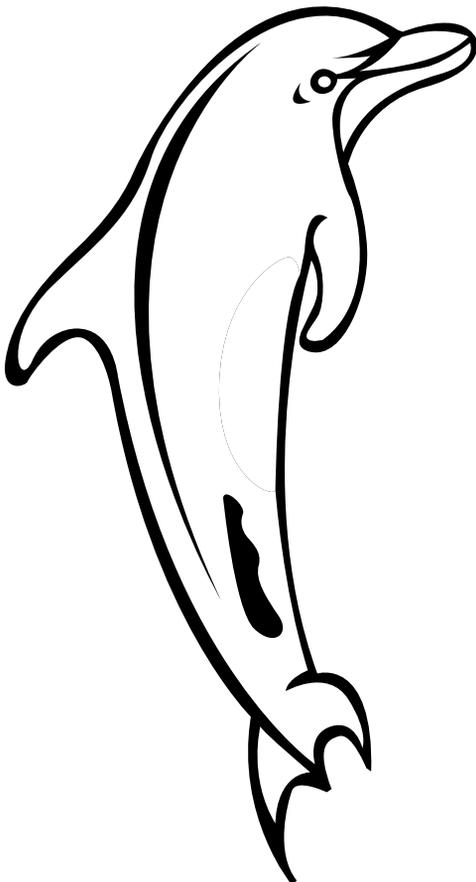
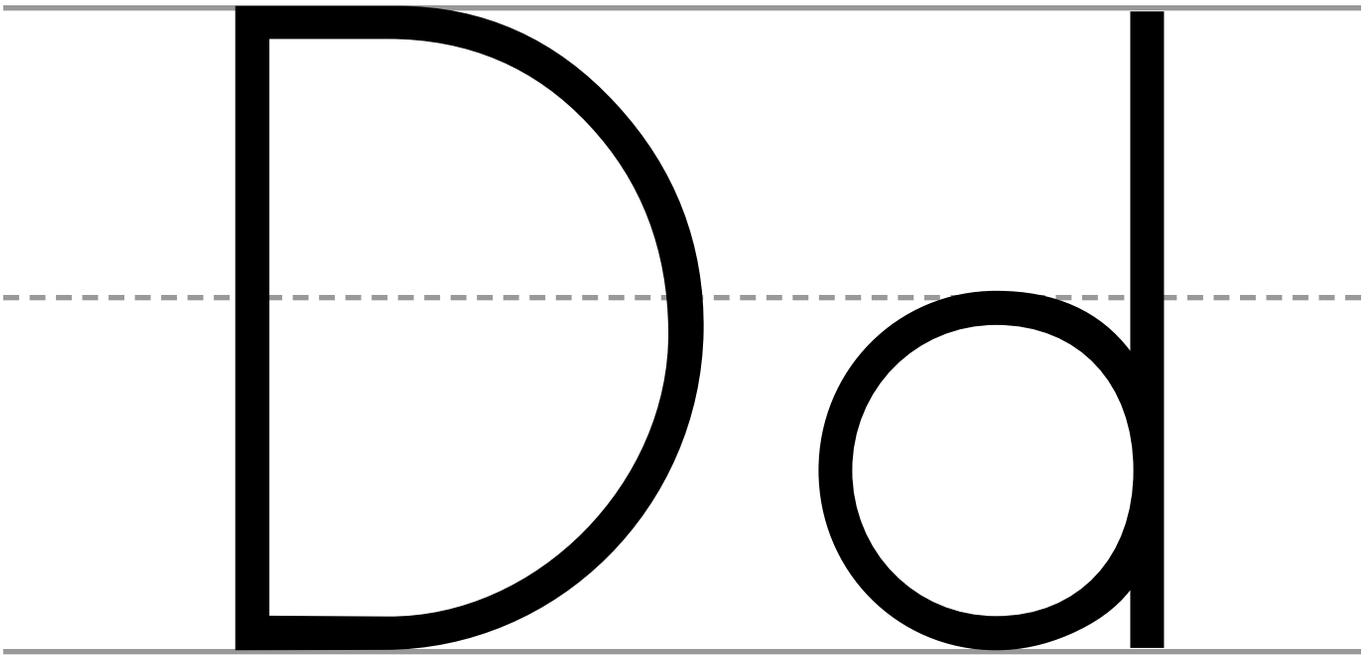
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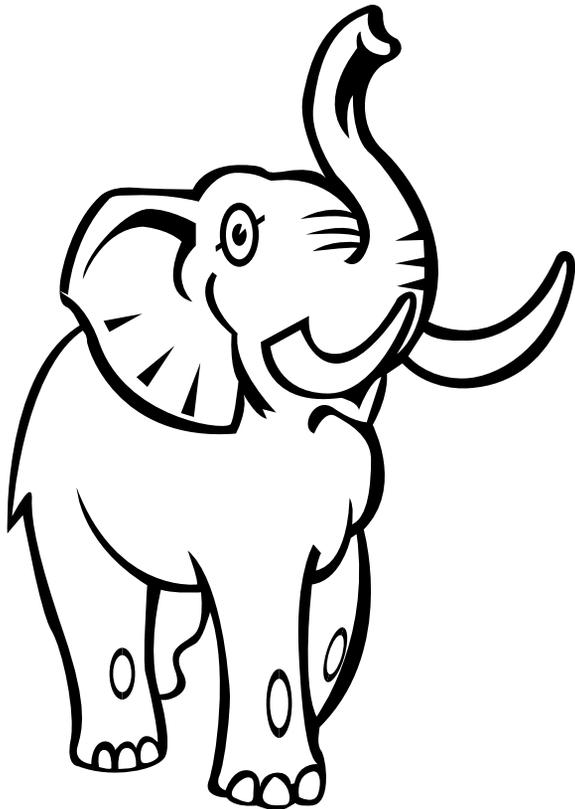


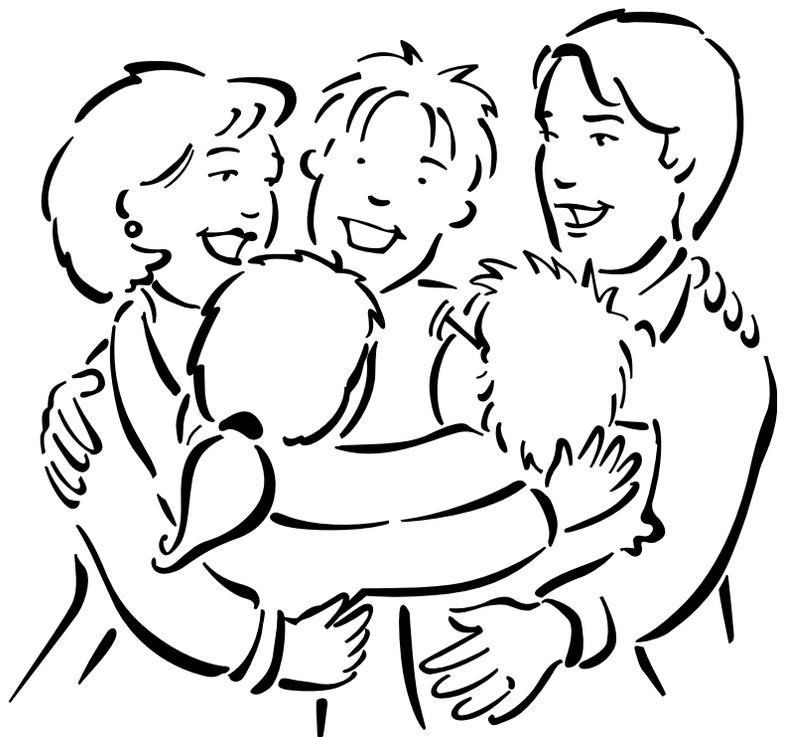
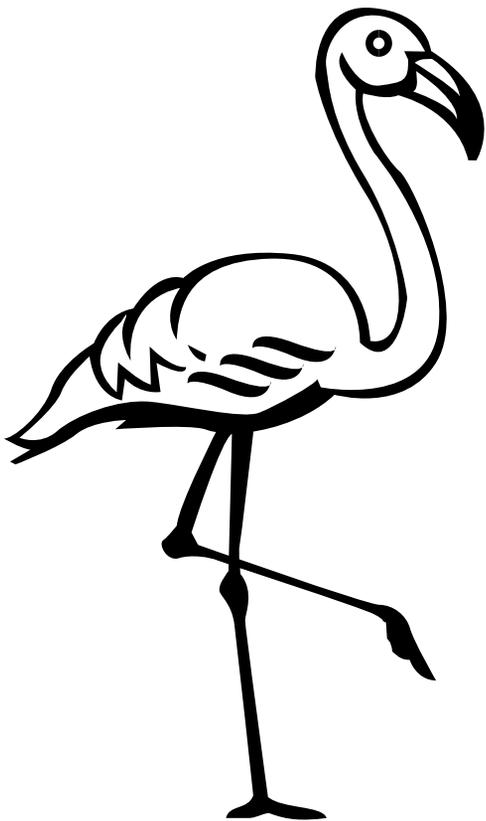
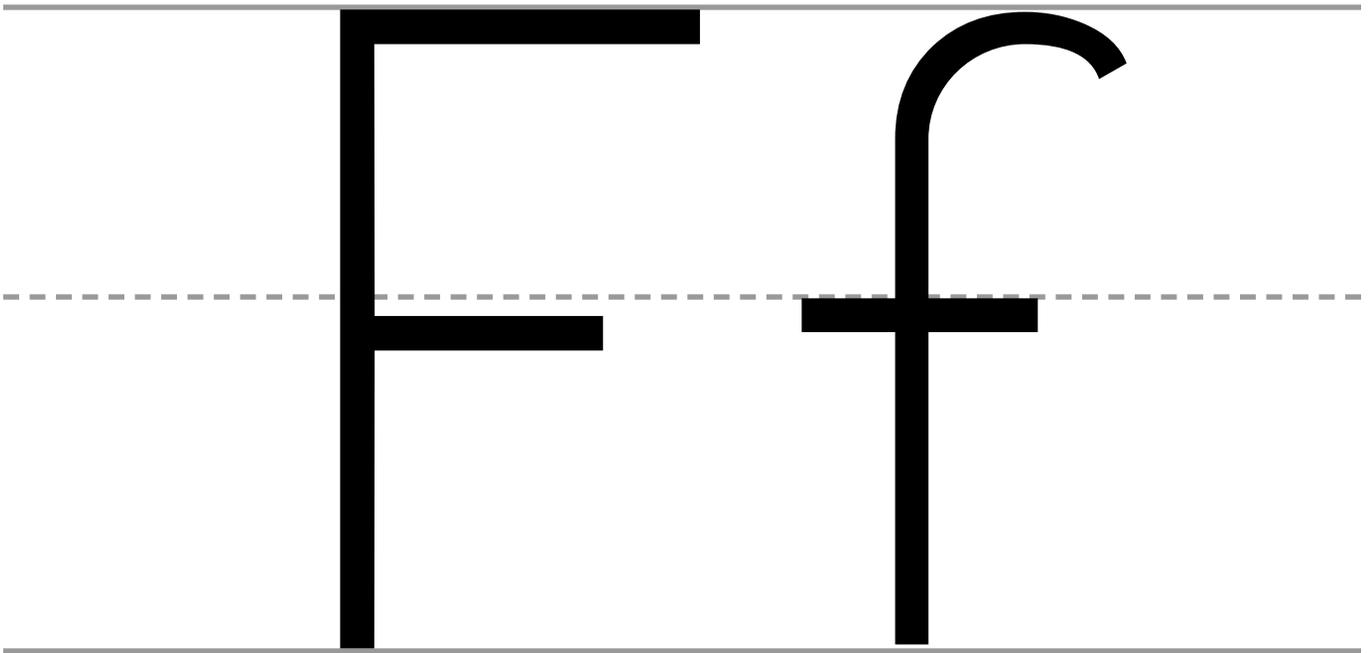




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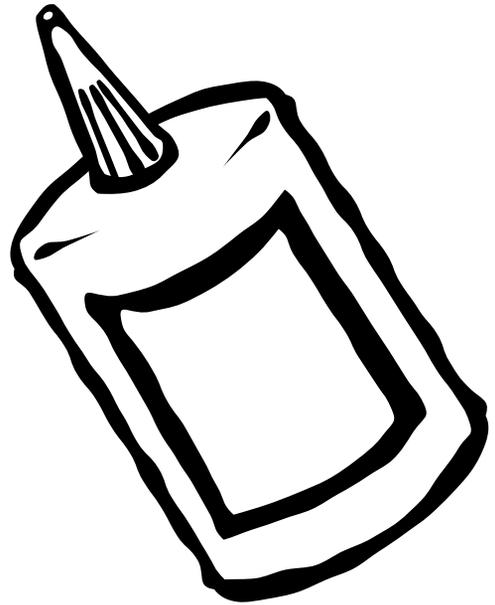
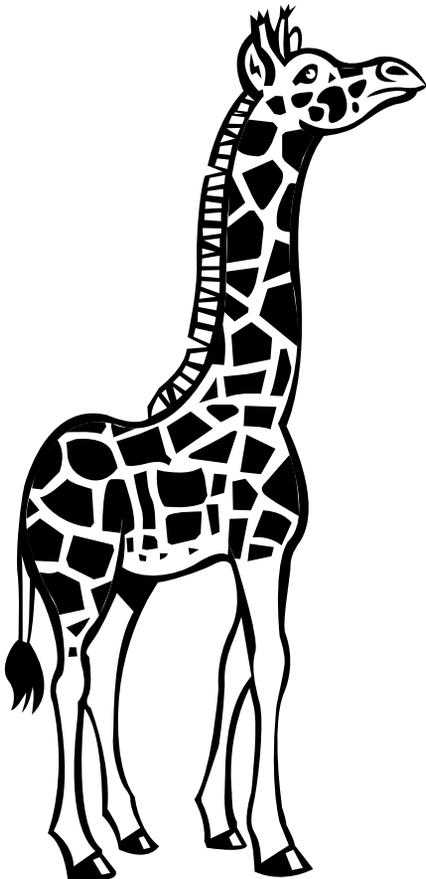
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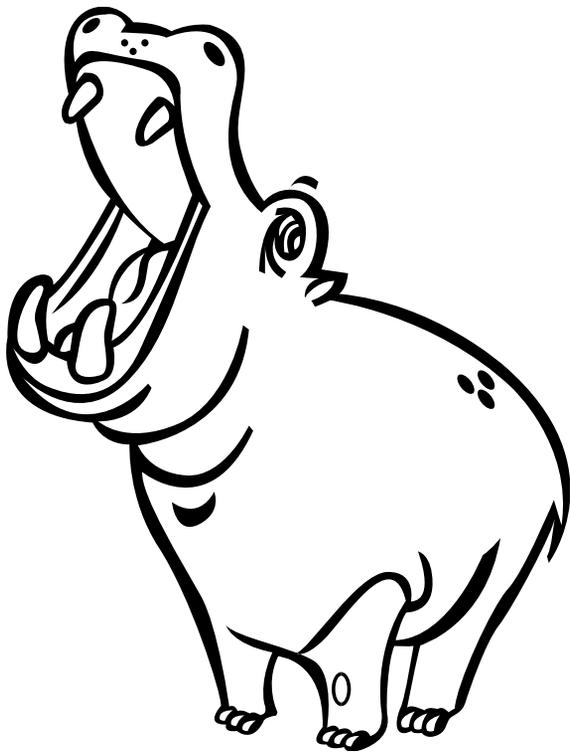
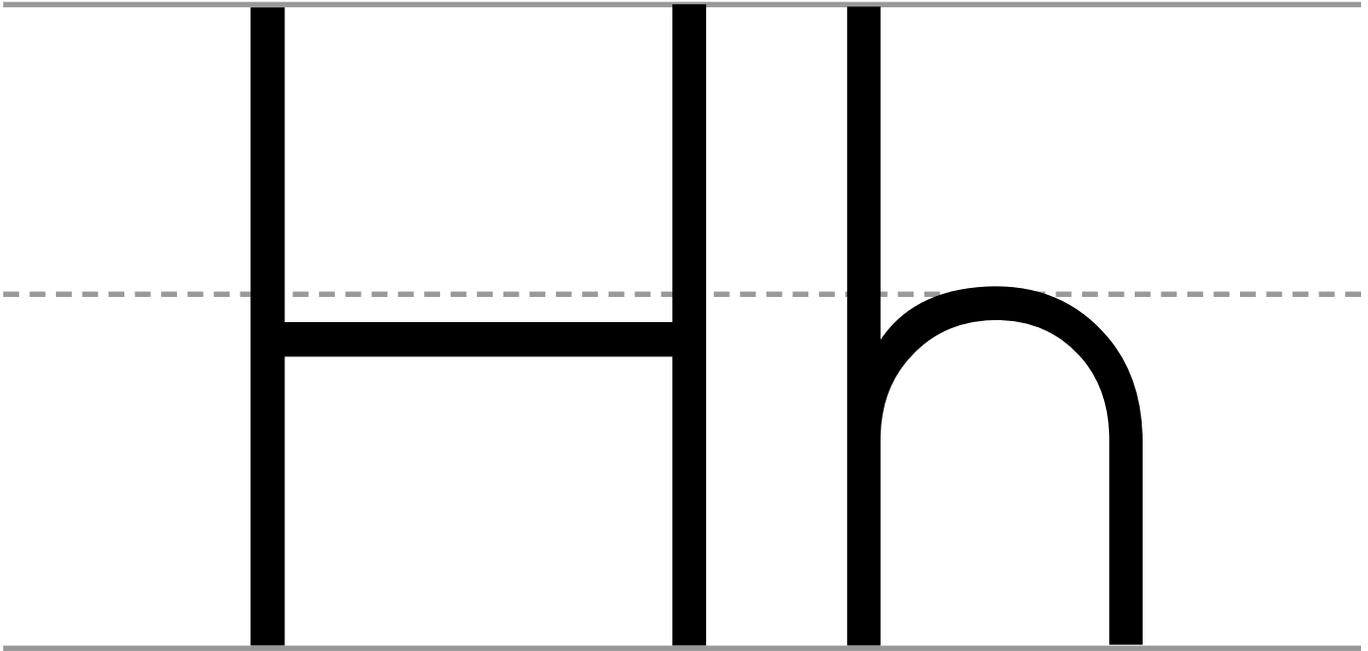


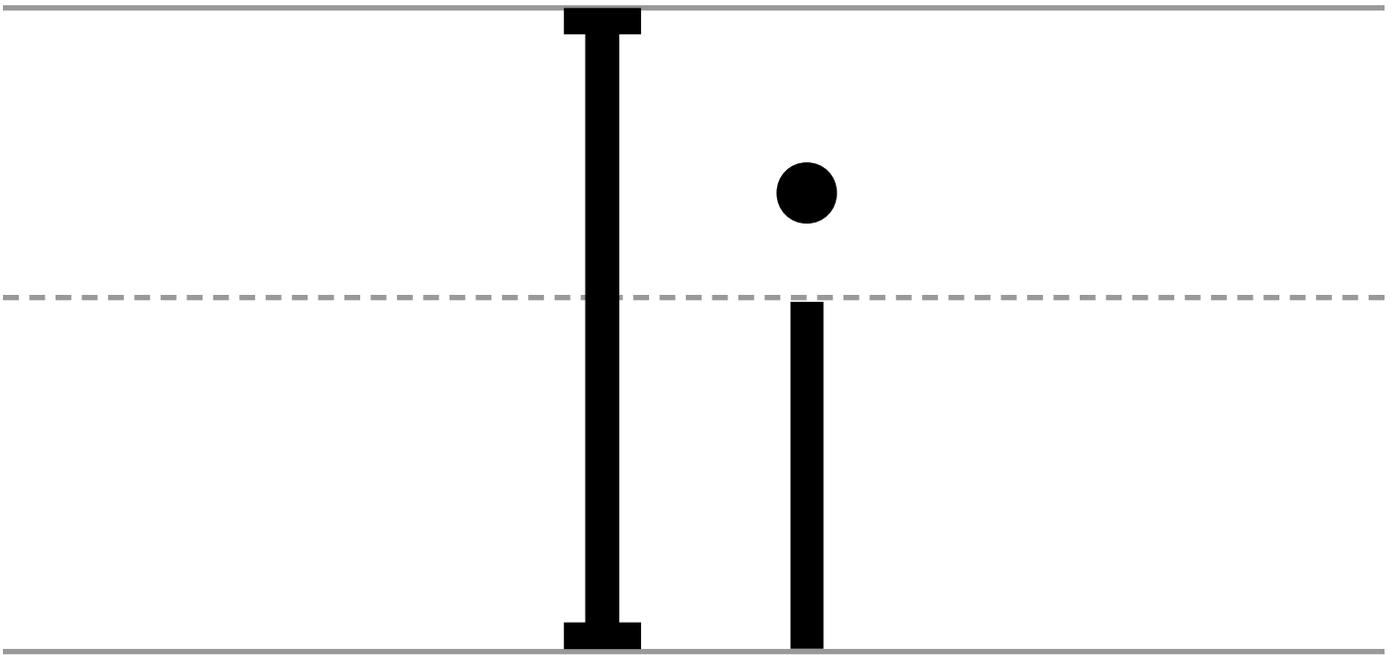


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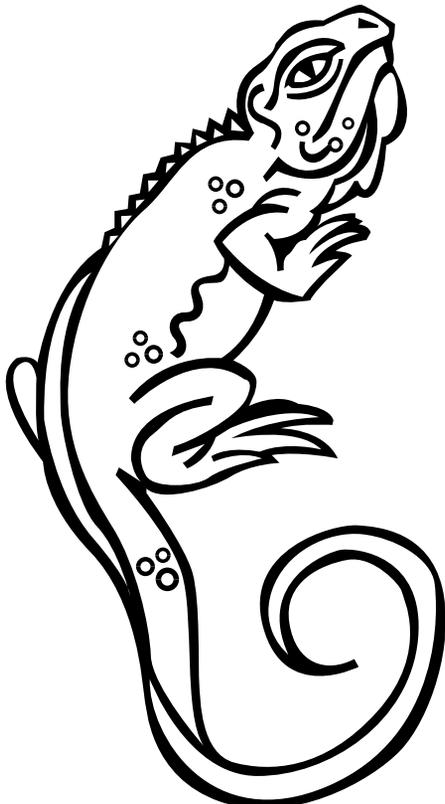
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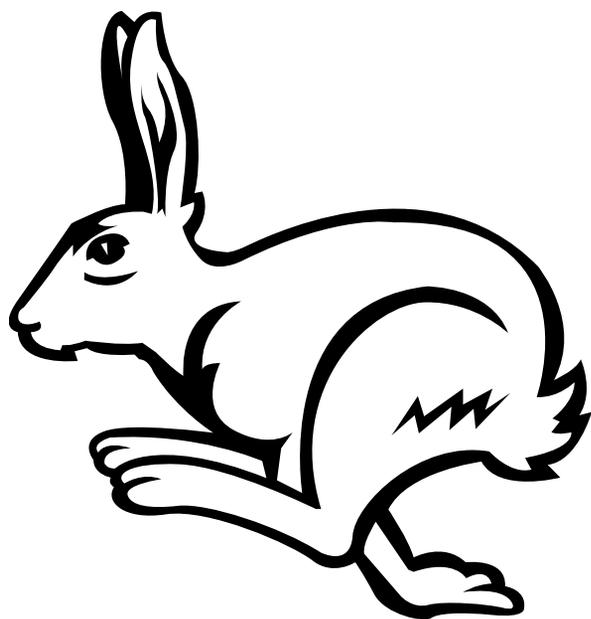
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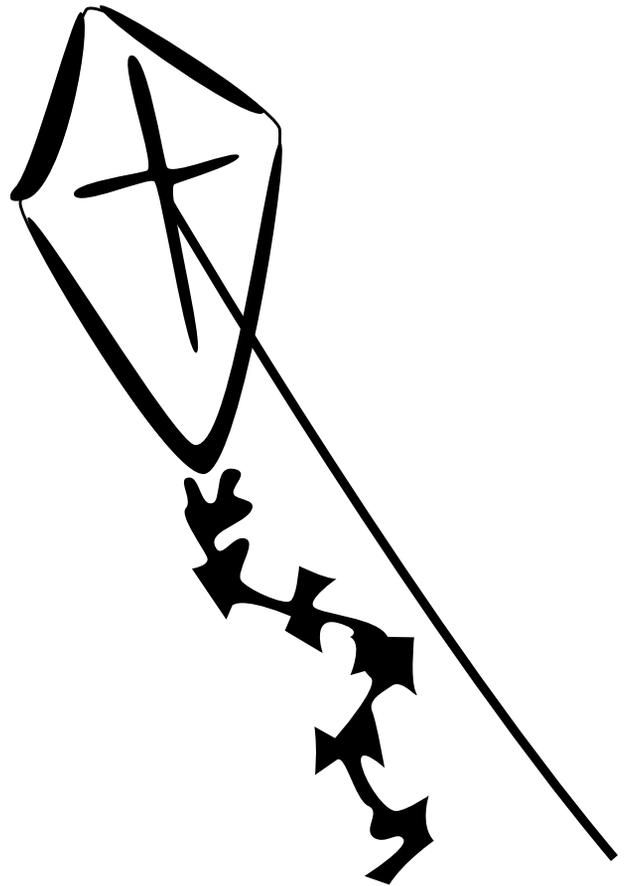
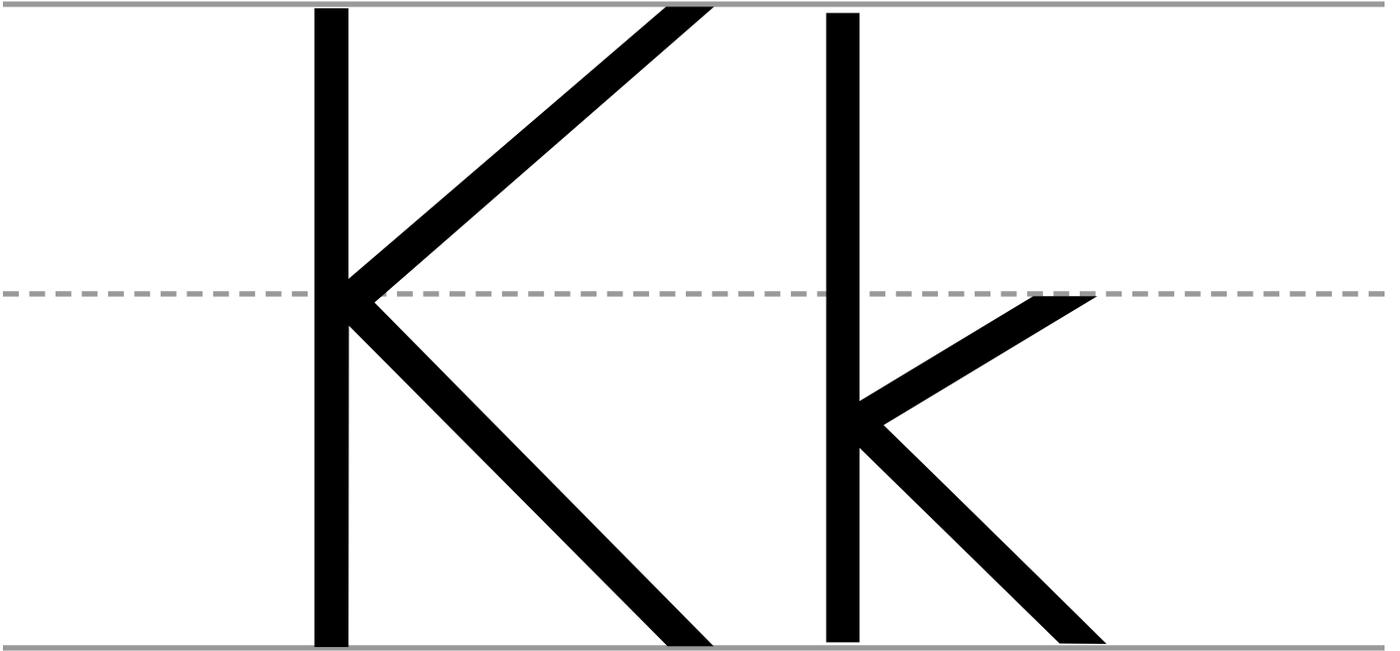


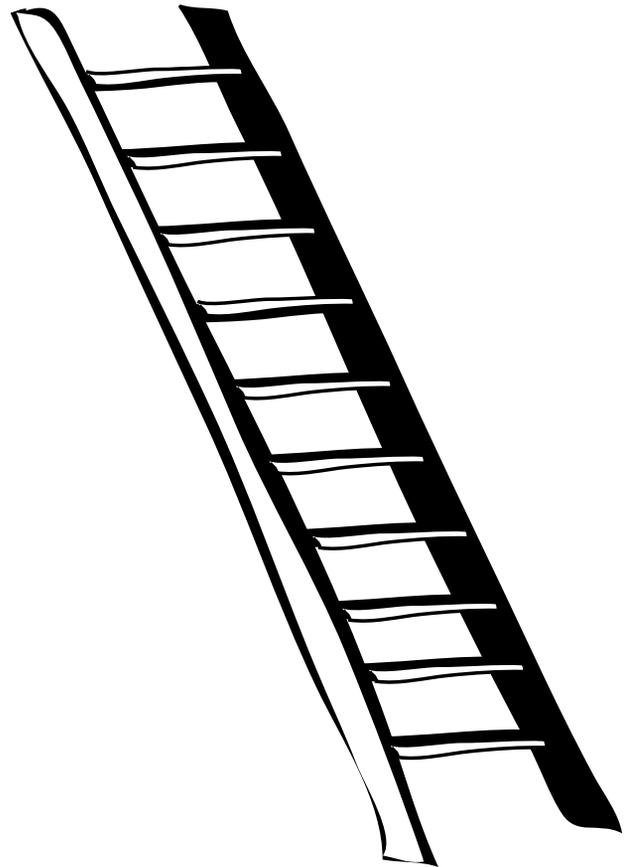
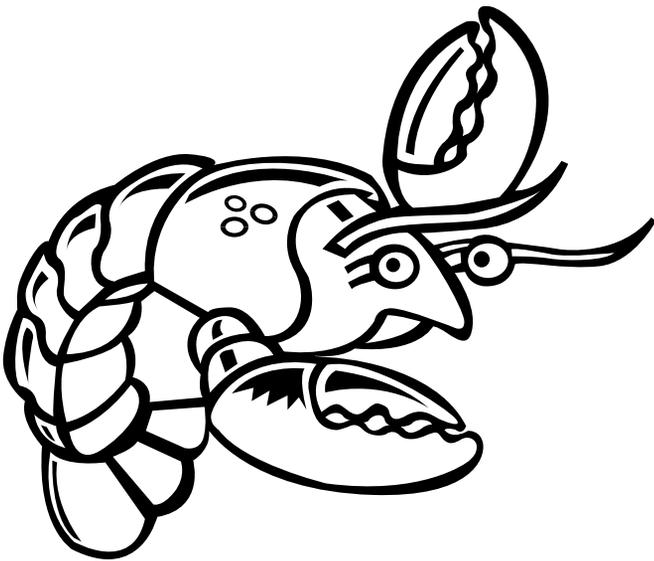
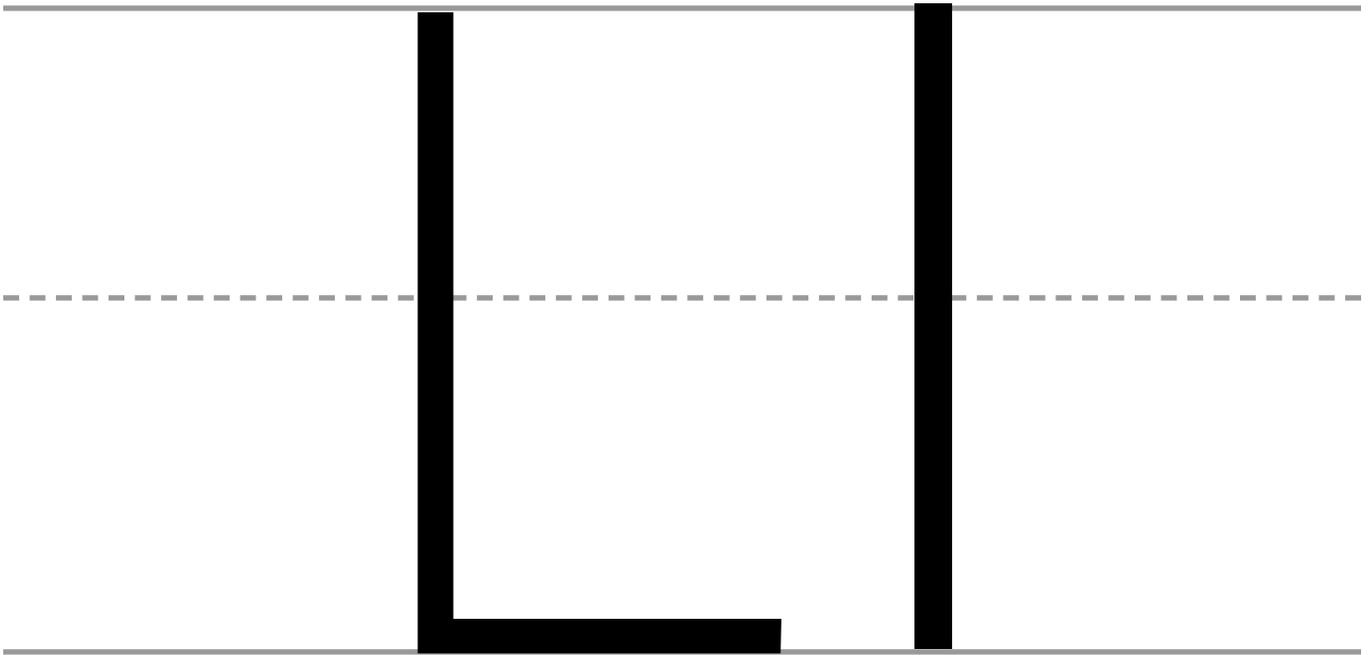
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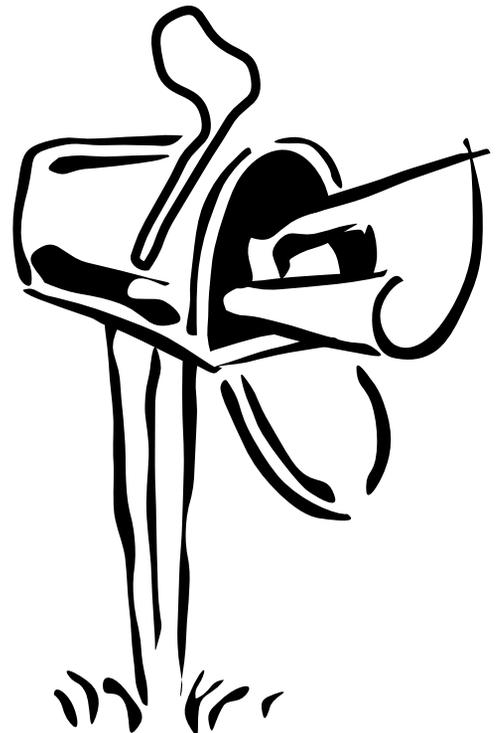
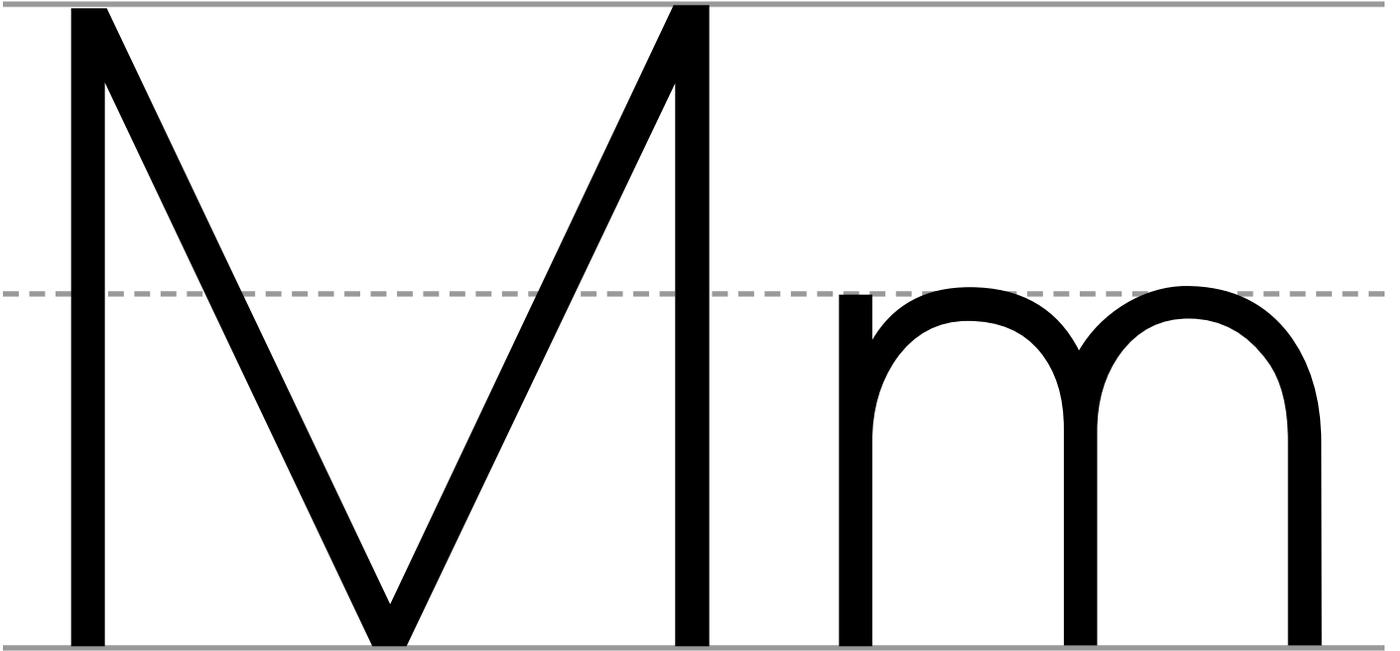


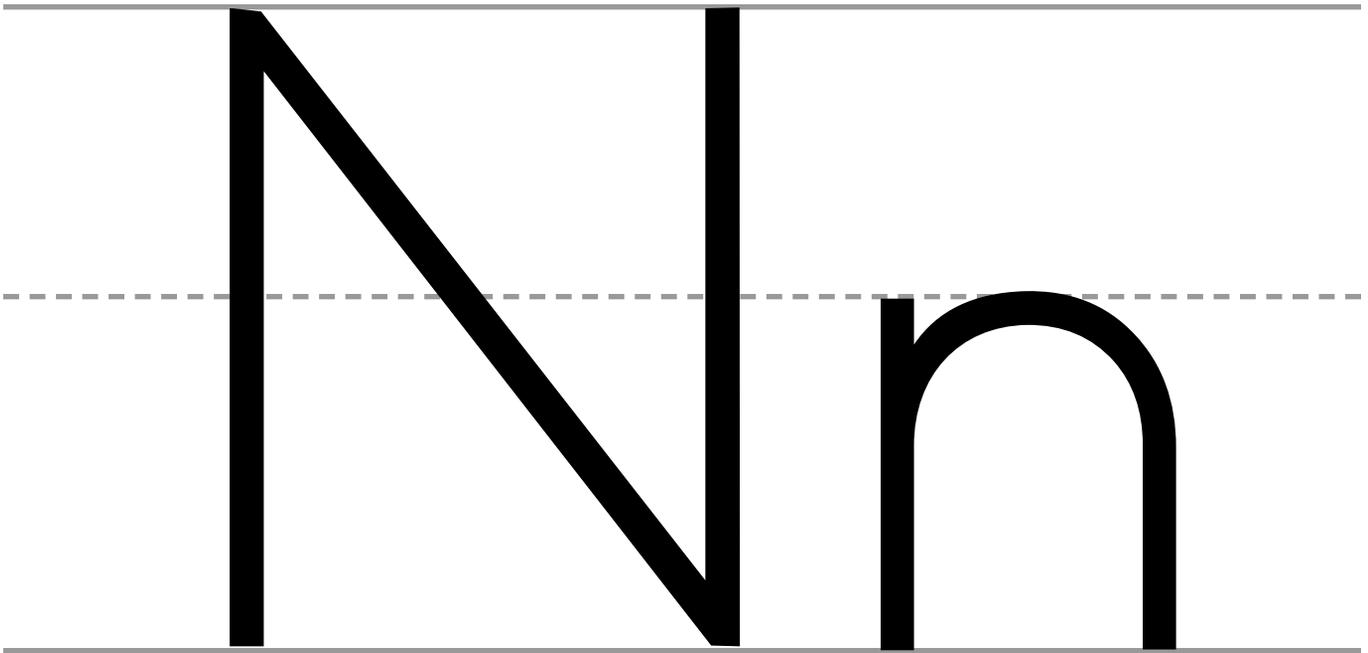
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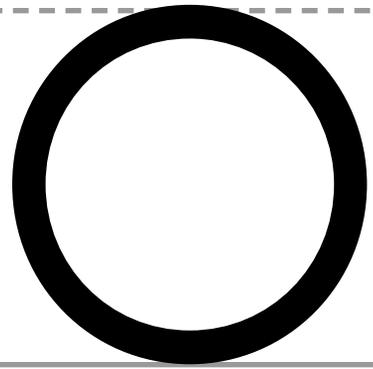
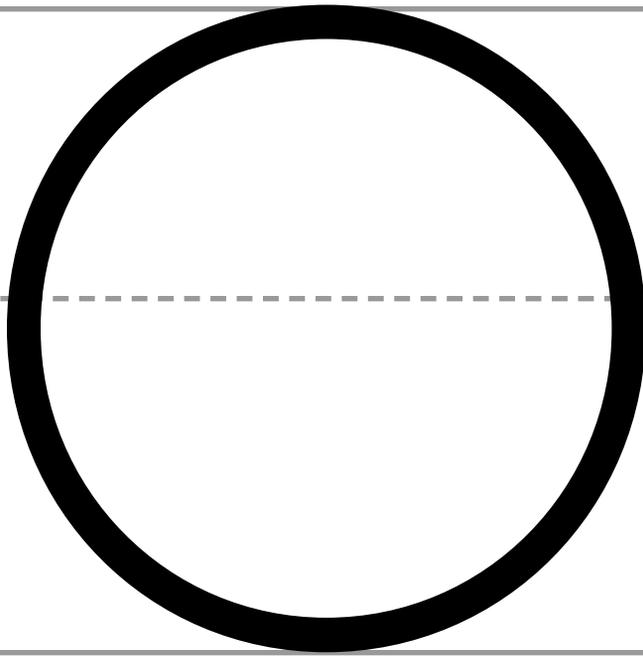






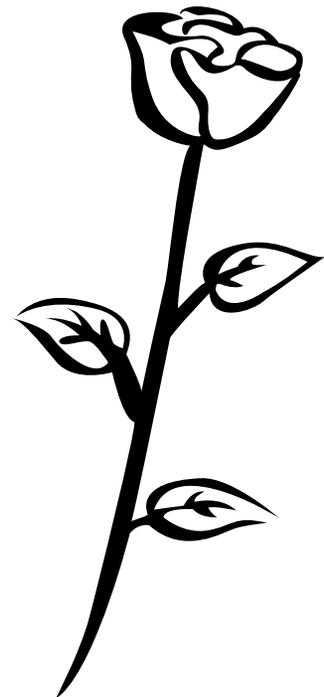
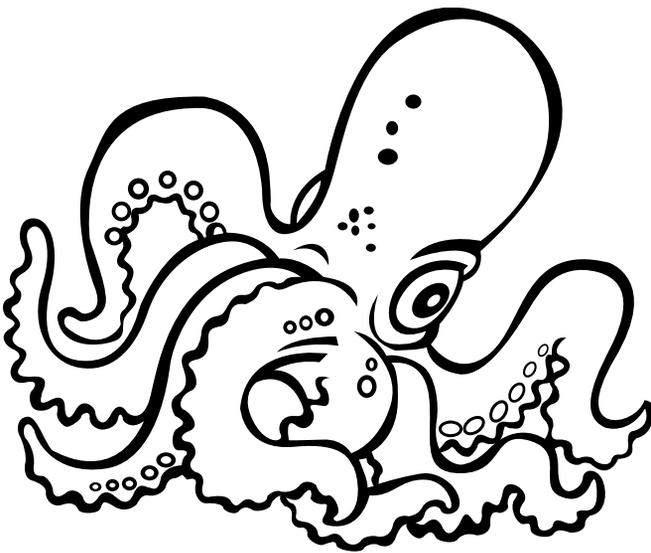






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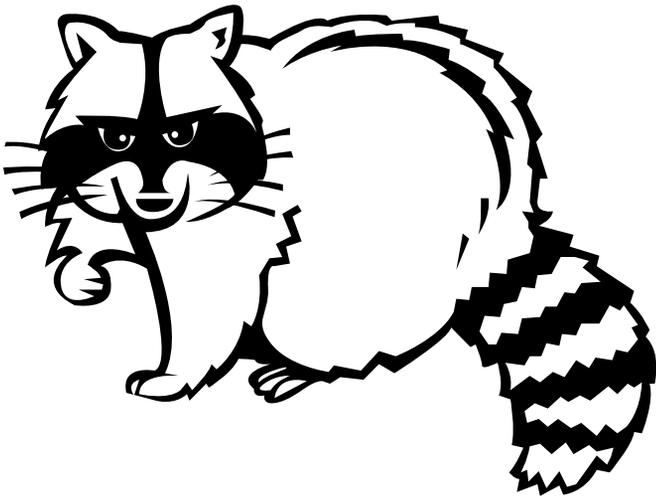


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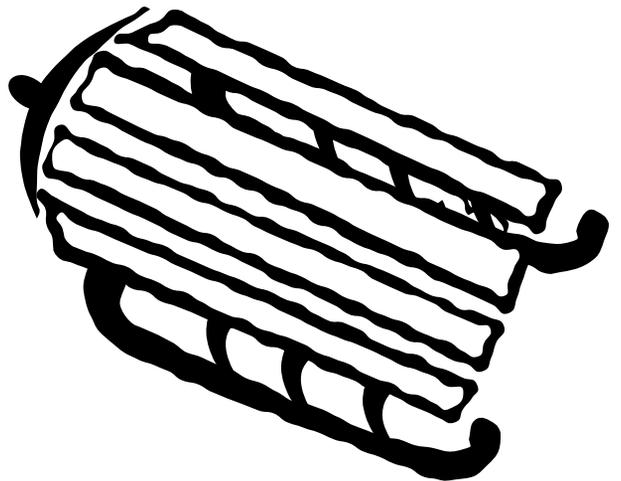


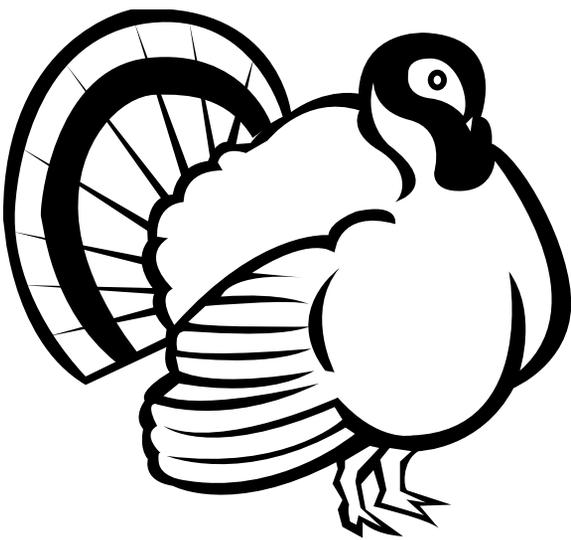
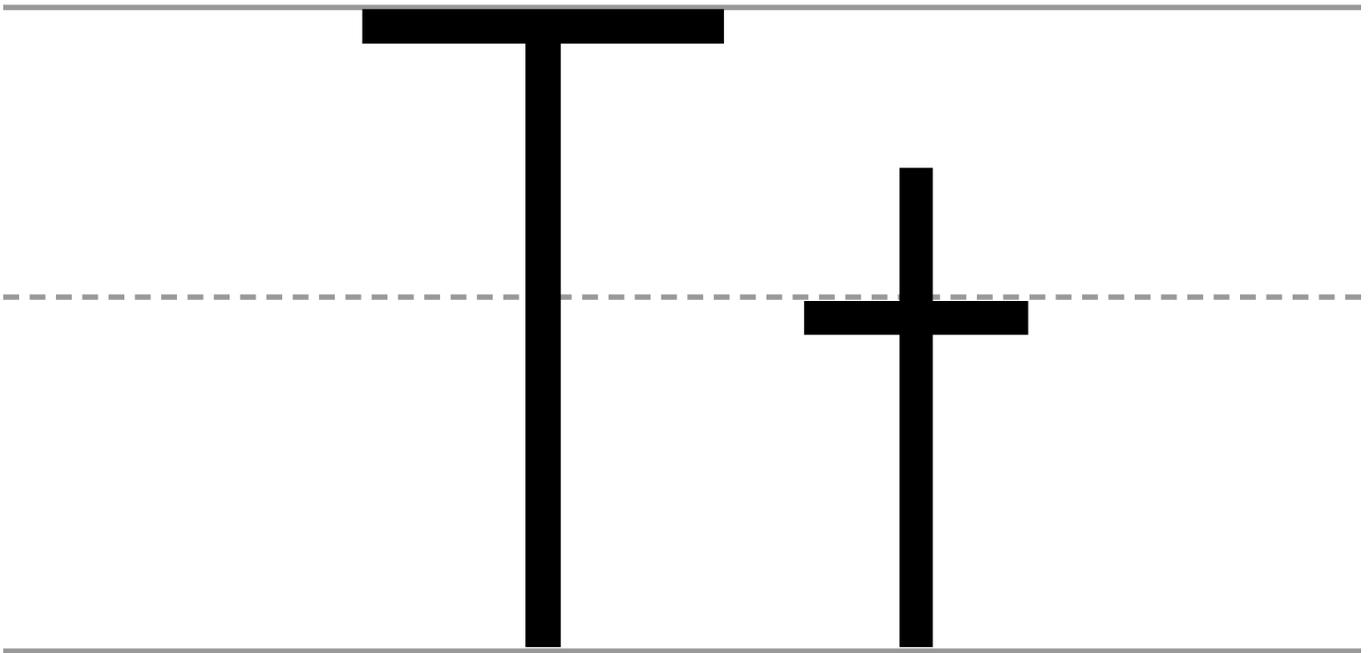


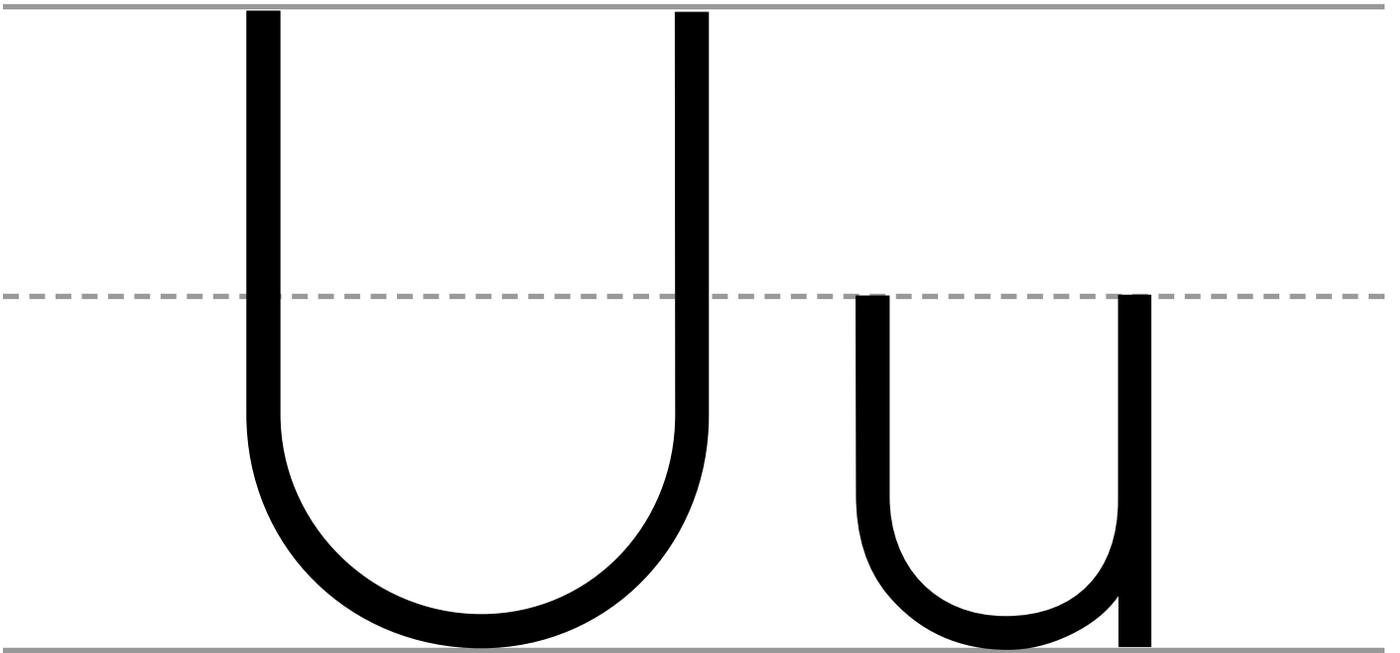
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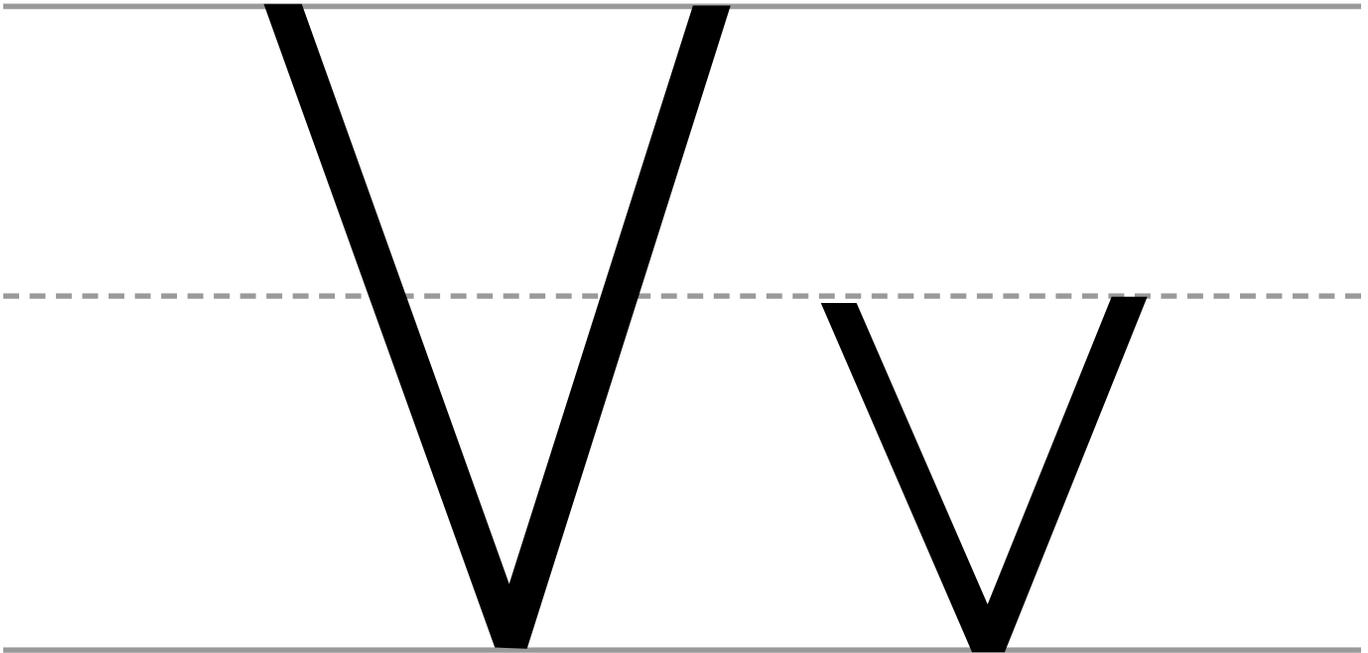


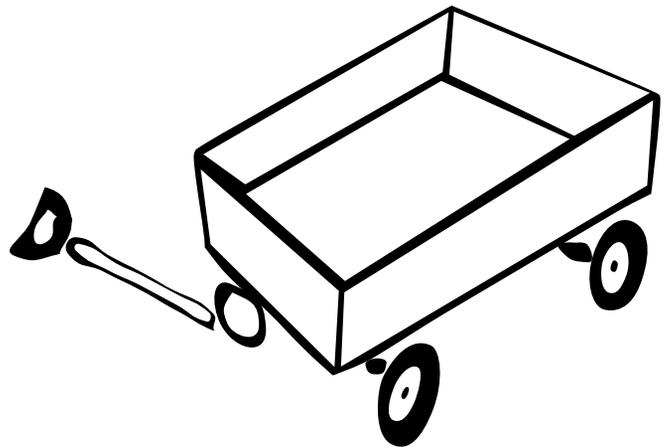
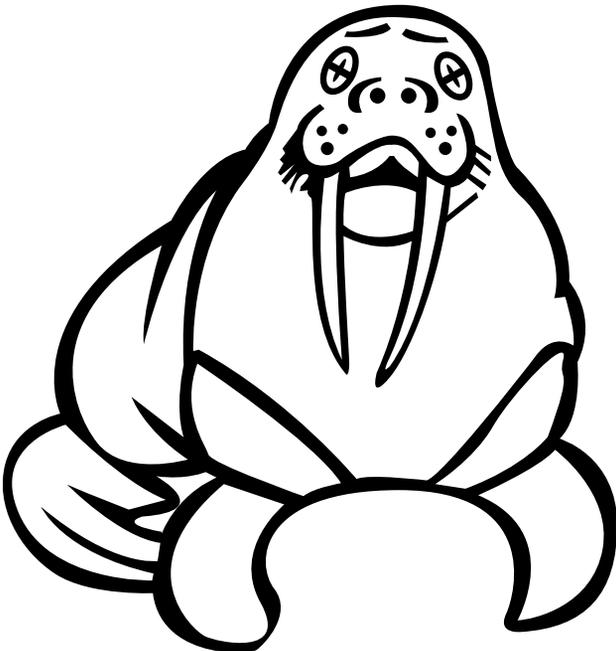
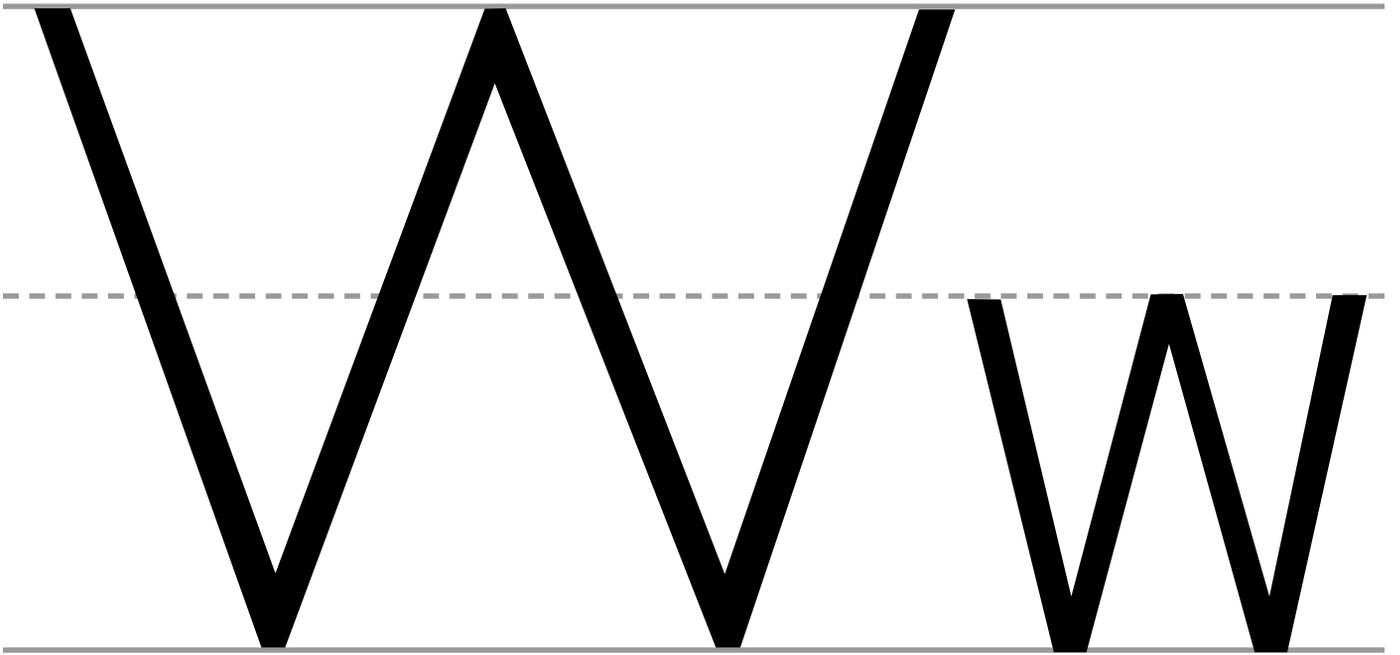


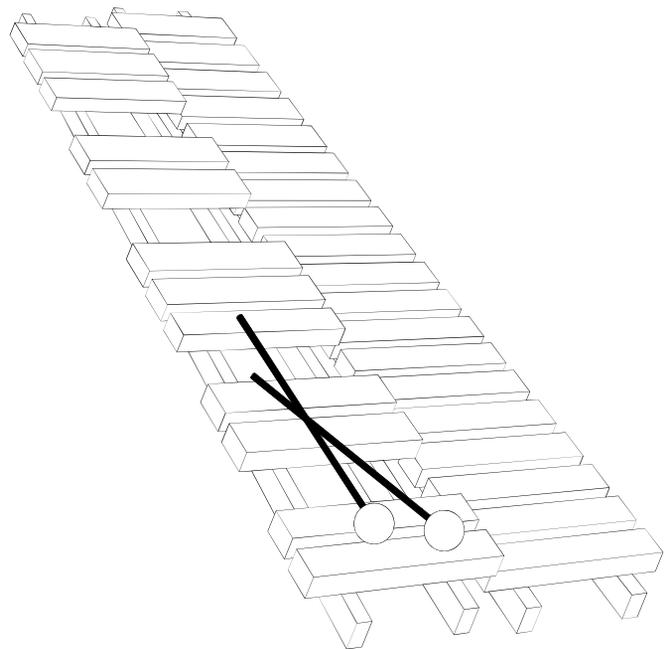
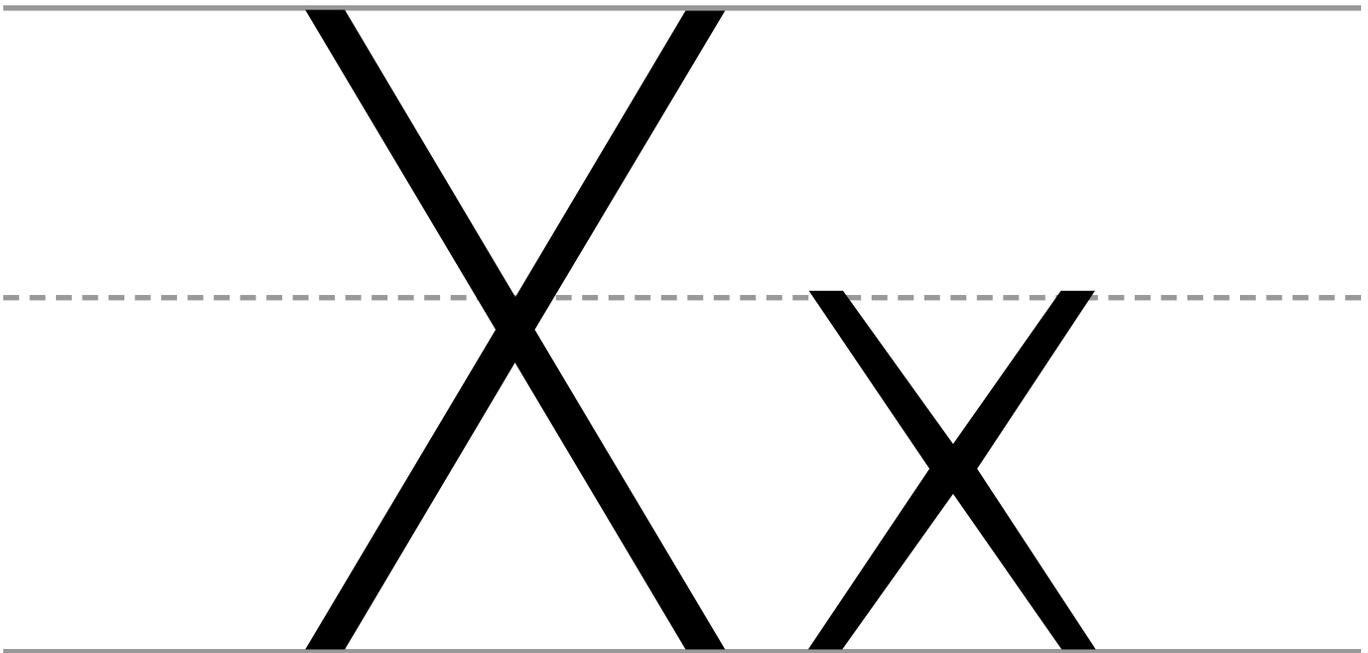
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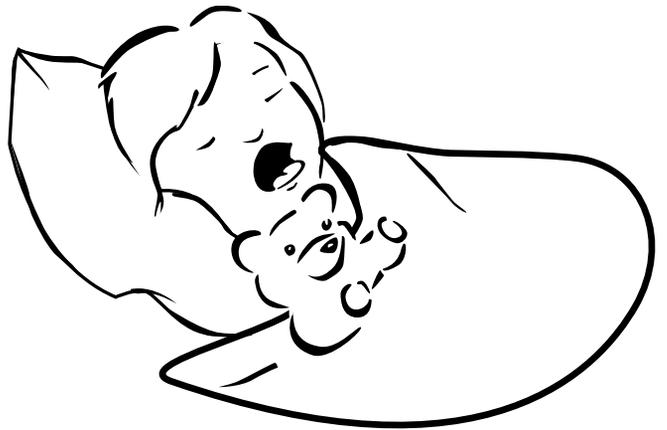
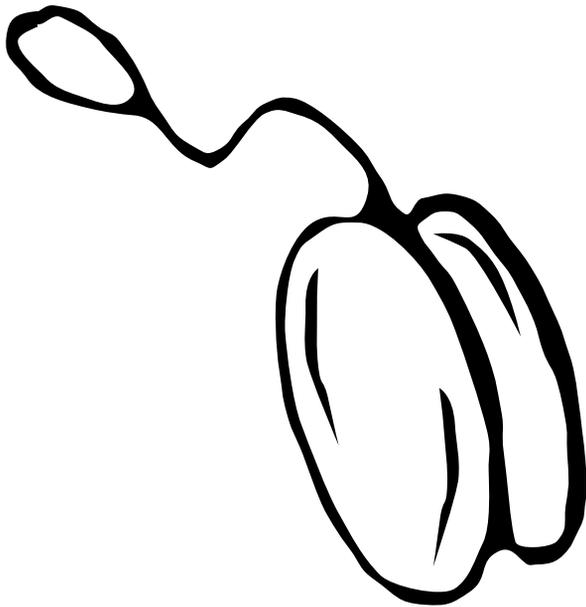
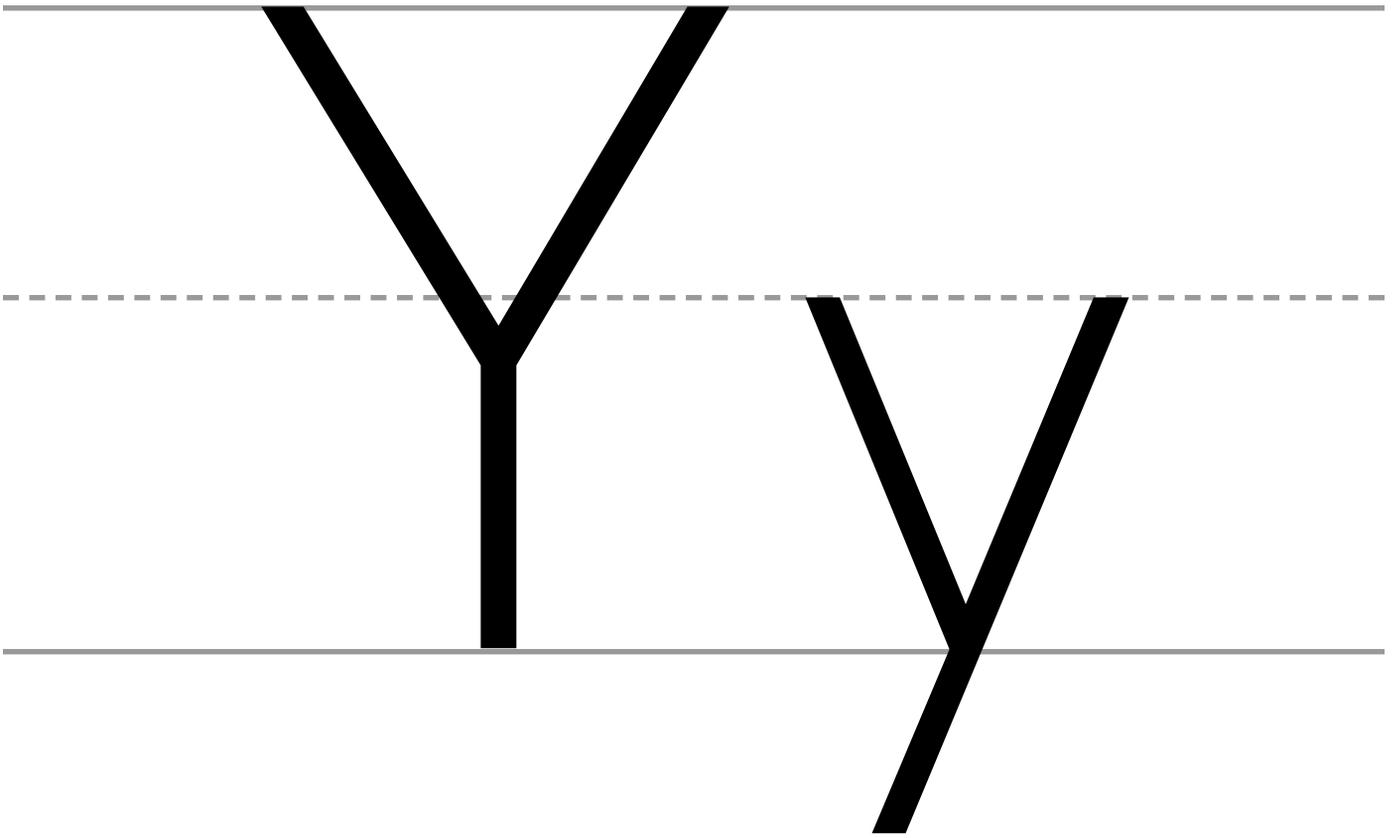
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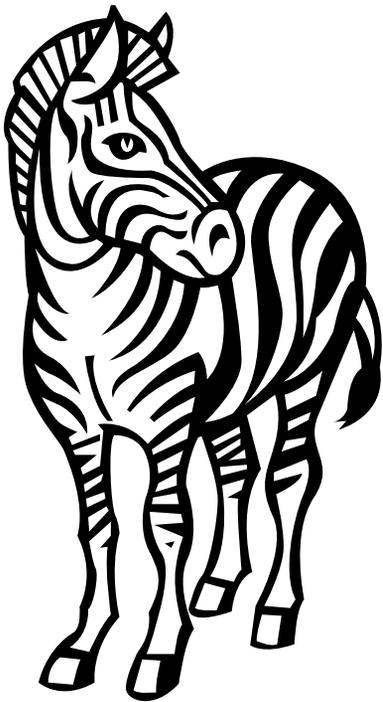
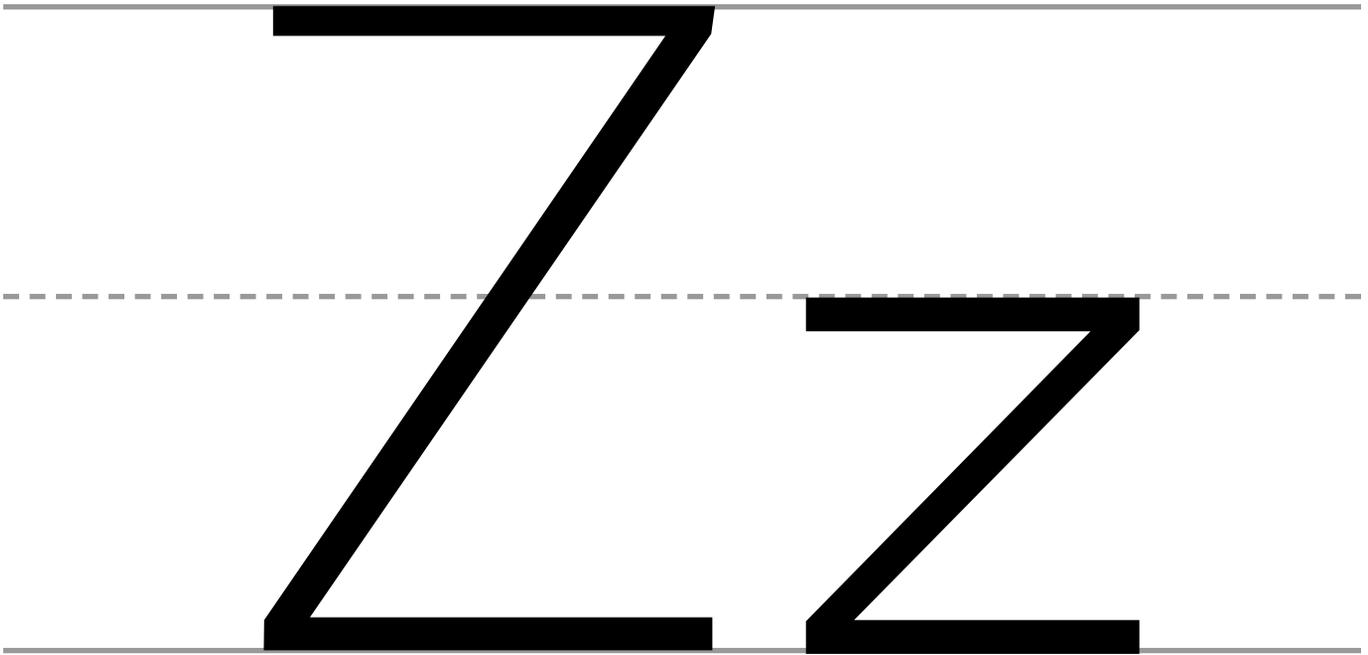












# 1. Long vowels say their names.



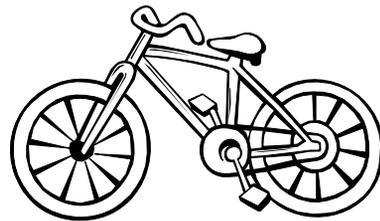
a



ie



i



o



u



2. When a word has one vowel, the vowel usually has the short sound.



căt

răn

bĕd

pĕp

pĭn

dĭg

cŏt

hŏt

hŭt

gŭm

3. In words with a vowel, a consonant, and an e at the end, the first vowel sound is long and the e is silent.



māde

tīre

rāke

flūt

hōpe

tūbe

cōne

dīme

bīke

hīde

4. When c or g are followed by e, i, or y, they make the soft sound. When c or g are followed by a, u, o, or a consonant, they make the hard sound.



Soft c                      ceiling, city, ice

Hard c                     cake, cut, cane

Soft g                     gem, giant, giraffe

Hard g                    sugar, grape, glass

5. A consonant digraph is two or more consonants that stay together to make their special sound.



## Beginning

---

thin

chop

shop

phone

knife

chorus

gnaw

whip

write

## Ending

---

path

much

dish

graph

doubt

John

column

clock

laugh

bright

sign

cach

comb

phlegm

6. A vowel pair is two vowels that come together to make one long vowel sound. The first vowel is long, and the second vowel is silent.



$\bar{a}j$  rain, train, paint

$\bar{a}y$  pray, hay, tray

$\bar{e}\phi$  peek, creek, teeth

$\bar{e}\phi$  dream, seal, read

$\bar{i}\phi$  pie, tie, lie

$\bar{o}\phi$  goat, roam, soap

$\bar{o}\phi$  doe, hoe, toe

7. A sentence is a complete thought that tells who did what. Every sentence starts with a capital letter and ends with a period (.), a question mark (?), or an exclamation mark (!).



Statement (.):

I am in the first grade.

Question (?):

What grade are you in?

Exclamation (!):

Wow! We are in the same grade!

8. A capital letter is used at the beginning of every sentence. Names of people and places begin with a capital letter.



Does Jane like ice cream?

Jim and Jill will take a trip to Texas.

Will Ann and Bob go with them?

9. A compound word is made from two or more words joined together to make one word.



mail + box = mailbox

cup + cake = cupcake

dog + house = doghouse

rain + coat = raincoat

pop + corn = popcorn

10. When a word ends in ss, ch, sh, or x, you usually add es at the end to make the word plural.



dress + es = dresses

church + es = churches

dish + es = dishes

fox + es = foxes

11. When a word ends in a vowel plus y, you usually add s at the end to make the word plural.



turkey + s = turkeys

jay + s = jays

toy + s = toys

monkey + s = monkeys

12. When a word ends in f or fe,  
change the f to a v and add es  
to make the word plural.



wolf - f + v + es = wolves

leaf - f + v + es = leaves

wife - fe + v + es = wives

calf - f + v + es = calves

13. A suffix is an ending that is added to a base word. Many words do not have to have their spelling changed before a suffix is added.



Base Word + Suffix = New Word

rain + ed = rained

lift + ing = lifting

hope + ful = hopeful

safe + ly = safely

care + less = careless

kind + ness = kindness

open + s = opens

trick + y = tricky

14. The suffix **-er** is used to compare two things.

The suffix **-est** is used to compare more than two things.



Suffix **-er**:

Bill is taller than Ben and shorter than Dan.

Suffix **-est**:

Dan is the tallest of the three boys.

15. If a word with a short vowel ends in a single consonant, you usually double the consonant before adding a suffix that begins with a vowel.



tag + g + ed = tagged

hot + t + er = hotter

big + g + est = biggest

run + n + ing = running

16. If a word ends in silent e, drop the e before adding a suffix that begins in a vowel.



bake - e + ing = baking

shine - e + ing = shining

hide - e + ing = hiding

cute - e + est = cutest

smile - e + ed = smiled

17. When a word ends in a single or a double consonant, the spelling does not usually need to be changed when adding the suffixes **-y**, **-en**, or **-able**.



Base Word + Suffix = New Word

speed                      -y                      speedy

sharp                      -en                      sharpen

break                      -able                      breakable

18. A consonant blend is two or more consonants that work together at the beginning or end of a word. Each consonant says its own sound.



## Beginning

## Ending

bl	br	sc	str	ft	nd
cl	cr	scr	st	ld	ng
fl	dr	sk	sw	lf	nk
gl	fr	sm	tw	lm	nt
pl	gr	sn		lt	sk
sl	pr	sp		lk	sp
	tr	spr		lp	st
		spl		mp	xt

19. Vowel digraphs are two vowels put together in a word that make a long or short sound or have a special sound all their own.



aw, au	saw, auto, draw, Paul
ea	head, dread, sweater
ei	eight, weigh, sleigh
ew	few, threw, knew
oo	good, stood, book
oo	pool, school, tool

20. When x comes at the end of a word, it usually is pronounced ks. When it comes at the beginning of a word, it often makes the z sound.



Beginning  
“z” sound

xylophone

Xerox

Ending  
“ks” sound

box

fox

suffix

prefix

21. When a word ends in y after a consonant, change the y to i before adding -er or -est to the end.



busy - y + er = busier

early - y + est = earliest

happy - y + er = happier

sunny - y + er = sunnier

funny - y + est = funniest

22. A contraction is a word that is made from two words. Two words are put together, and one or more letters are left out. An apostrophe (') is used in place of those letters.



cannot - no + ' = can't

let us - u + ' = let's

it is - i + ' = it's

I am - a + ' = I'm

you have - ha + ' = you've

we are - a + ' = we're

23. In an r-controlled vowel, an r after the vowel makes the vowel sound different from a short or long sound.



ar            farm, park, dark, star

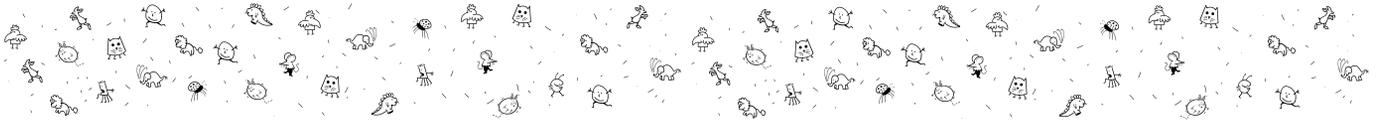
er            clerk, fern, swerve, perch

ir            twirl, shirt, dirt, whirl

or            born, storm, horse, corn

ur            purse, church, purr, surf

24. A vowel diphthong is two vowels that blend together to make one sound.



ow            cow, town, brown, clown

ow            snow, elbow, know, throw

ou            mouth, south, house, round

oi            boil, coin, soil, voice

oy            toy, joy, boy, enjoy

25. Sometimes y at the end of a word can make the long ē or long ī sound.



Long ē sound

baby

happy

puppy

penny

Long ī sound

fly

cry

try

why

26. Synonyms are words that mean the same or almost the same thing but are spelled differently. Antonyms are words that are the opposite or almost the opposite in meaning.

Homonyms are words that sound the same but have different spellings and different meanings.



Synonyms

Antonyms

Homonyms

happy/glad

hot/cold

sent/cent

gift/present

light/dark

won/one

unhappy/sad

loose/tight

fair/fare

27. The letters qu make the kw sound.



queen

quit

quilt

quite

quarter

quiet

question

quick

28. The letter s can stand for the s,  
z or sh sounds.



s sound

z sound

sh sound

seam

raise

sure

sign

noise

sugar

sock

please

assure

rise







