

A selection of lessons from

Horizons

Phonics & Reading
Grades 1–3





Phonics & Reading 1–3

HORIZONS PHONICS AND READING helps your child read more quickly with a phonetic-based word recognition program. Using creative, colorful readers and a variety of fun activities, students learn to identify the name and sounds of letters through picture associations from sequential alphabet stories. Comprehension and language arts skills also help children decode new words and become strong readers.

Each colorful Horizon Phonics and Reading set for grades 1-3 includes two consumable student workbooks with removable pages, a user-friendly teacher's guide, and two brightly illustrated student readers with stories and poems that correlate to lesson concepts.

Horizons Phonics and Reading Student Lesson Sample Pages:

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Lesson

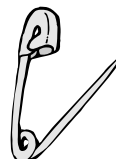


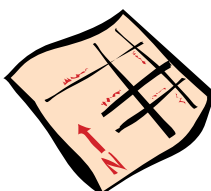
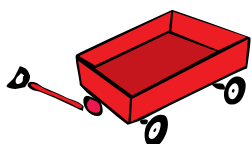
Beginning Consonant/Vowel
Sounds

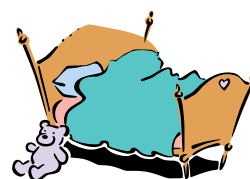
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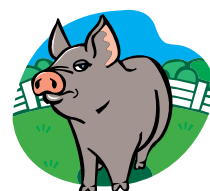
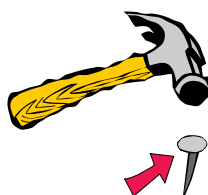
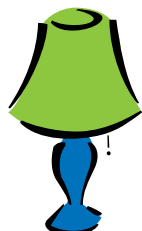
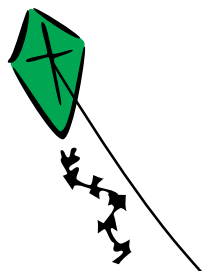


Say the name of each picture. Print the capital and lower case **consonant** letters for its **beginning** sound.



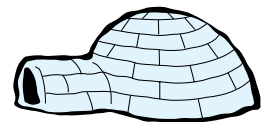
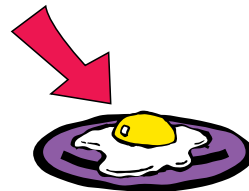
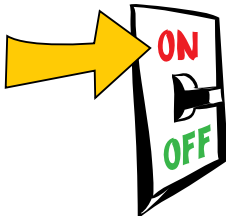
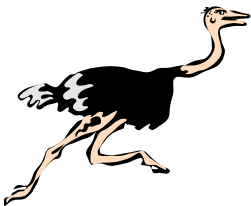
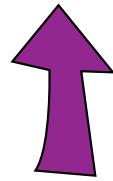
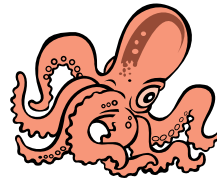
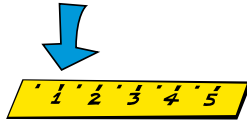
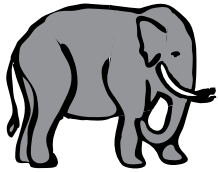






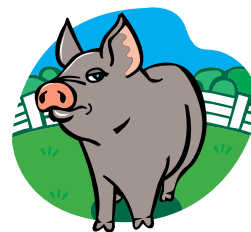
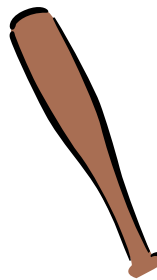
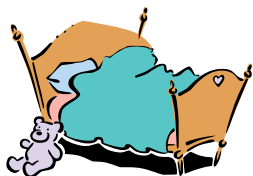


Say the name of each picture. Print the capital and lower case **vowel** letters for its **beginning** sound.



3

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



b _ d _ g _ m _ h _ t _ b _ t _ p _ g _

4

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

b + a = ba

b + o = bo

a + b = ab

o + b = ob

d + a = da

d + o = do

a + d = ad

o + d = od

n + a = na

n + o = no

a + n = an

o + n = on

5

Add the ending sounds.

bă _

ba **a**

Ba **b**

ba **d**

ba **n**

dă _

da **b**

da **d**

Da **n**

nă _

na **b**

Na **d**

Na **n**

bö _

bo **b**

Bo **b**

bo **d**

bo **n**

dö _

do **b**

do **d**

do **n**

Do **n**

nö _

no **b**

no **d**

no **n**



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

a + b = ab

o + b = ob

a + d = ad

o + d = od

a + n = an

o + n = on



Add the beginning sounds.

__ăb

Bab

dab

nab

__ăd

ad

add

bad

dad

Nad

__ăn

an

ban

Dan

Nan

__ăb

bob

Bob

dob

nob

__ăd

odd

bod

dod

nod

__ăn

on

bon

don

Don

non



Dan's Dog

Dan had a dog. The dog's name was Peppy. Peppy was a small dog. His fur was tan, with some white spots. Peppy was a good dog most of the time. He did not mess up the house, and did what he was told.

One morning, Dan was getting ready for school. He was running a little late, because he hadn't gotten up when his dad told him to. He stayed in bed too long. He quickly ate his breakfast and brushed his teeth. He chose a shirt from his closet and a pair of shorts from

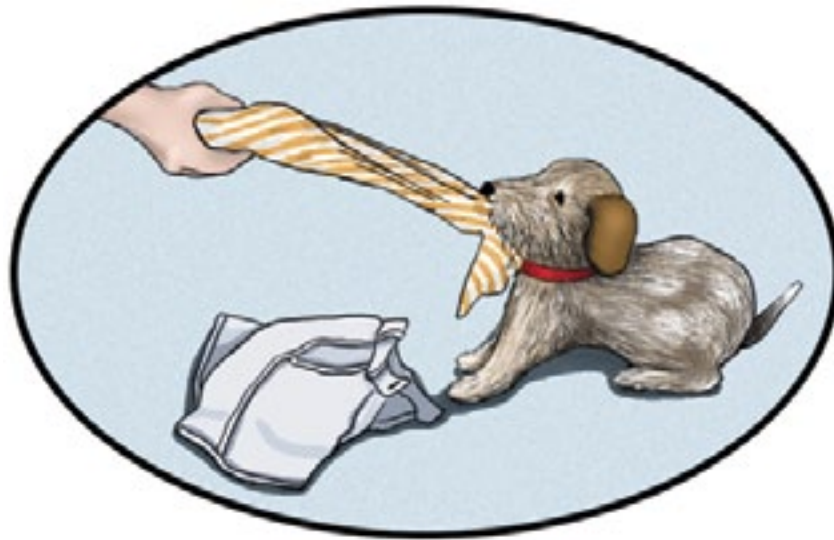


his drawer. Dan heard his dad calling him, so he went to see what Dad wanted.

When Dan returned to his room, he was puzzled. Where were the shirt and shorts that he had gotten out to wear? Dan looked for them. He looked everywhere in his room. No shirt and shorts. He looked in the bathroom. No shirt and shorts there, either. Dan was getting worried, because he was really going to be late for school!



Just as he went into his room to choose something else to wear, Peppy came running out of the hallway. Peppy ran into Dan's room. He was carrying the shirt and the shorts in his mouth!



Dan laughed and tried to get the clothes away from Peppy. That silly dog wouldn't let Dan have them. He ran back down the hall, with Dan right behind him. Peppy was having fun being chased!

Into the living room they ran. Dan was very confused and surprised, because Peppy had never done anything like this before.

Dan called to his dad, "Dad! Help me get my clothes from Peppy!" Dan's dad ran into the living room just in time to grab Peppy and snatch the shirt and shorts

from Peppy's mouth. Peppy barked in delight. That had been such fun!

"What has gotten into that dog?" Dan's dad asked in surprise.

"I don't know, but I'd better go and get dressed. I'm going to be late for school!" Dan exclaimed.



Dan got dressed in a hurry and headed out the front door for school. Peppy sat by the front window watching him. It had been an exciting morning for him!

1. Why was Dan worried at the beginning of the story?
2. How did Peppy normally act?
3. Why was Dan so surprised by what Peppy did?
4. Who helped Dan get his clothes back?

Name _____

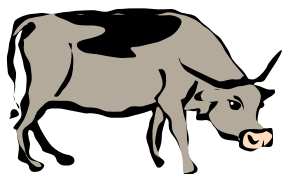


Lesson 4

When **x** comes at the end of a word, it usually is pronounced **ks** as in **box** and **fox**.



Match the pictures with the words.



ax

box

ox

fox

wax

fix

mix

six



Sometimes **s** at the end of a word has the sound of **z** as in **was** and **has**.



Read each word. Fill in the circle for the correct ending sound.

	s	z		s	z		s	z
us	<input type="radio"/>	<input type="radio"/>	sis	<input type="radio"/>	<input type="radio"/>	adz	<input type="radio"/>	<input type="radio"/>
his	<input type="radio"/>	<input type="radio"/>	whiz	<input type="radio"/>	<input type="radio"/>	as	<input type="radio"/>	<input type="radio"/>
quiz	<input type="radio"/>	<input type="radio"/>	has	<input type="radio"/>	<input type="radio"/>	fiz	<input type="radio"/>	<input type="radio"/>
is	<input type="radio"/>	<input type="radio"/>	gas	<input type="radio"/>	<input type="radio"/>	bus	<input type="radio"/>	<input type="radio"/>

Each **syllable** in a word has a vowel as in *focus* (fo/cus) and *velvet* (vel/vet).



Say the name of each picture. Fill in the circle for the correct **middle** consonant sound.



- ☐ b
- ☐ d
- ☐ h
- ☐ j



- ☐ b
- ☐ d
- ☐ h
- ☐ j



- ☐ b
- ☐ d
- ☐ h
- ☐ j



- ☐ b
- ☐ d
- ☐ h
- ☐ j



- ☐ c
- ☐ f
- ☐ l
- ☐ k



- ☐ c
- ☐ f
- ☐ l
- ☐ k



- ☐ c
- ☐ f
- ☐ l
- ☐ k



- ☐ c
- ☐ f
- ☐ l
- ☐ k

The letters **f**, **l**, **s**, and **z** are usually doubled in a one-syllable word that has one vowel followed by only one consonant sound as in *muff*, *stuff*, *ball*, *hill*, *class*, *kiss*, *buzz*, and *fizz*.



Match the pictures with the words. Draw a slash through the silent letter **z**.



buzz



fuzz



fizz



jazz

Lesson 6

Soft and fair goes far.

*Proverbs, Counsels, and Maxims
from The American Spelling Book by Noah Webster*

Robinson Crusoe

Written Anew for Children by James Baldwin

I Wish to be a Sailor

MY name is Robinson Crusoe. I was born in the old city of York, where there is a broad river, with ships coming and going.

When I was a little boy, I spent much of my time looking at the river.



Lesson 6

How pleasant was the quiet stream, flowing, always flowing, toward the far-away sea!

I liked to watch the ships as they came in with their white sails spread to the wind.

I liked to think of the strange lands which they must have visited, and of the many wonderful things they must have passed.

I wished to be a sailor. I thought how grand it must be to sail and sail on the wide blue sea, with the sky above and the waves beneath. Nothing could be pleasanter.

My father wanted me to learn a trade. But I could not bear the thought of it. I could not bear the thought of working every day in a dusty shop.

I did not wish to stay in York all my life. I wanted to see the world. I would be a sailor and nothing else.

My mother was very sad when I told her.

A sailor's life, she said, was a hard life. There were many storms at sea, and ships were often wrecked.

Lesson 6

She told me, too, that there were great fishes in the sea, and that they would eat me up if I fell into the water.

Then she gave me a cake, and kissed me. "How much safer it is to be at home!" she said.

But I would not listen to her. My mind was made up, and a sailor I would be.

When I was eighteen years old, I left my pleasant home and went to sea.

from Robinson Crusoe Written Anew for Children

Lesson 23



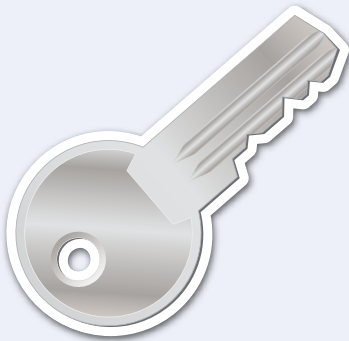
Name _____

Vowel Digraphs: ee, ea, ey

A Vowel Digraph is two letters with the first letter making a long sound and the second letter silent. Long ē digraphs are **ee** (sheep, meet), **ea** (read, team), and **ey** (kidney, pulley).

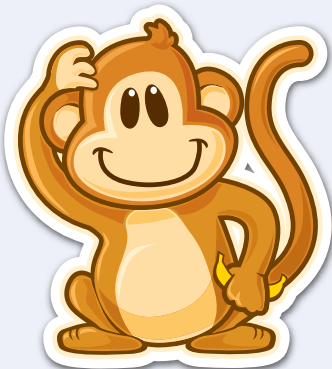
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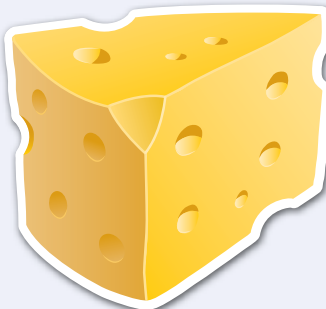
Write the word represented by the picture.













2

Cross out the silent vowel sound, or y sound, in each word.

free honey steam meet heat
alley dream clean sleep volley

3

Find the following words with vowel digraphs in the word search.

Word Bank

creep weak chimney screen teacher squeak steep trolley week donkey

P	T	P	J	W	W	P	M	G	E
G	F	L	S	I	E	A	Y	V	T
T	S	S	C	E	A	E	N	T	P
A	D	C	T	H	K	N	K	E	K
Z	C	S	R	N	I	L	A	A	A
C	I	L	O	E	R	M	E	C	X
G	R	D	L	K	E	U	N	H	C
E	S	E	L	S	Q	N	K	E	P
E	D	N	E	S	M	D	A	R	Y
E	Y	A	Y	P	O	T	N	W	A





Lesson 89

Puss in Boots

By Horace Elisha Scudder

Puss Goes Hunting

There was once an old miller. When he died, he left nothing to his three sons except his mill, a horse, and a cat. The eldest son took the mill, the second son took the horse, and the cat fell to the youngest.

This poor fellow looked sad, and said, "What am I to do? My brothers can take care of themselves with a mill and a horse. But I am stuck with a cat. I shall die of hunger."

The cat heard these words and looked up at his master. "Do not be troubled," he said. "Give me a bag and get me a pair of boots, and I will soon show you what I can do."

The young man did not see what the cat could do, but he knew he could do many strange things. He had seen him hang stiff by his hind legs as if he were dead. He had seen him hide himself in the flour tub. Oh, the cat was a wise one! Besides, what else was there for the young man to do?

He found a bag and a pair of boots for the cat. Puss the cat put on the boots and hung the bag about his neck. He took hold of the two strings of the bag with his front paws, and he set off for a place where there were some rabbits.

Lesson 89

He filled his bag with bran and left the mouth of the bag open. Then he lay down, shut his eyes, and seemed to be sound asleep. Soon a young rabbit smelled the bran and saw the open bag. He went headlong into it, and at once the cat drew the strings and caught the rabbit.

Puss now went to the palace, and he asked to speak to the king. So he was brought before the king. He made a low bow and said, "Sir, this is a rabbit which my master bade me bring to you."

"And who is your master?" said the king.

"He is the Marquis of Carabas," said the cat. This was a title which Puss decided to give to his master.

"Tell your master that I accept his gift," said the king, and Puss went off in his boots. In a few days he hid himself with his bag in a cornfield. This time he caught two partridges, and he carried them to the king. The king sent his thanks to the Marquis of Carabas, and he made a present to Puss.

So things went on for some time. Every week Puss brought some game to the king, and the king began to think the Marquis of Carabas a famous hunter. Now it happened that the king and his daughter were about to take a drive along the banks of a river. Puss heard of it and went to his master.

"Master," said he, "do just as I tell you, and your fortune will be made. You need only go and bathe in the river. Leave the rest to me."

"Very well," said his master. He did as the cat told him, but he did not know what it all meant.

Lesson 89

While he was in the river, the king and the princess approached. Puss jumped out of the bushes and began to cry, "Help! help! the Marquis of Carabas is drowning! Save him!"

The king heard and looked out of his carriage. There he saw the cat that had brought him so much game, and he bade his men run to help the Marquis. When he was out of the river, Puss came forward, and he told what had happened.

"My master was bathing, and some robbers came and stole his clothes. I ran after them and cried, 'Stop, thief!' but they got away.

At this the king commanded one of his servants ride back and bring a fine suit of clothes for the Marquis. Once he was dressed, the Marquis of Carabas came up to the carriage. He was clothed more finely than he ever had been in his life. He was a handsome fellow. He looked so well that the king at once bade him enter the carriage.



Lesson 90

Puss in Boots **Puss and the Lion**

Puss now had another idea. He ran to a meadow where some men were mowing grass. He stopped before them, and said, "The king is coming this way. You must tell him that this field belongs to the Marquis of Carabas or you will be thrown in jail."

When the carriage came by, the king put his head out and said to the men, "This is good grass land. Who owns it?"

"The Marquis of Carabas," they all said, for Puss had persuaded them to do as he said.

"You have a fine estate, Marquis," said the king.

"Yes, Sir," he replied, tossing his head; "it pays me well." Puss still ran before the carriage, and he came soon to some reapers.

"Tell the king," he cried, "that all this grain belongs to the Marquis of Carabas, or you shall be jailed."

The king now came by and asked the reapers who owned the grain they were cutting. "The Marquis of Carabas," they said. So it went on. Puss told the men in the fields call the Marquis of Carabas their lord, or they would be jailed. The king was amazed. The Marquis looked as if he was a very rich and great man. The princess sat in the corner of the carriage. She thought the Marquis a wealthy man.

At last they came near the castle of the man who really owned all the land. Puss asked about him. He found the owner was a monster who

Lesson 90

made everyone about him afraid. Puss sent in word that he should like to pay his respects, and the monster bade him enter.

"I have been told," said Puss, "that you can change yourself into any kind of animal. They say you can even make yourself a lion."

"To be sure I can," said the monster. "Do you not believe it? Look, and you shall see me become a lion at once." When Puss saw a lion before him, he was afraid. He ran as far away as he could. He stayed there until the lion became a monster again.

"That was horrible!" said Puss. "I was nearly dead with fear. But it must be much harder to make yourself small. They do say that you can turn into a mouse, but I do not believe it."

"Not believe it!" cried the monster. "You shall see!" He made himself at once into a mouse, and he began running over the floor. In a twinkling Puss pounced upon him and gave him one shake. That was the end of the monster.

By this time the king had reached the gates of the castle. He thought he would like to see so fine a place. Puss heard the wheels. He ran down just as the king drove up to the door.

"Welcome!" he said, as he stood on the steps of the castle. "Welcome to the castle of the Marquis of Carabas!"

"What! my lord Marquis," said the king, "does this castle belong to you? I never saw anything so fine. I should really like to enter."

Lesson 90

"Your majesty is welcome!" said the young man, bowing low, taking off the cap which the king had given him. He gave his hand to the princess, and they went up the steps. Puss danced before them in his boots.

They came into a great hall, and they found a feast spread. The monster had asked some friends to dine with him that day. The news went about that the king was at the castle, and so they dared not go.

The king was amazed at all he saw. The princess went behind him, just as much pleased. The Marquis of Carabas said little. He held his head high, and he played with his sword.

When dinner was over, the king took the Marquis to one side. He whispered, "You have only to say the word, my lord Marquis, and you shall be the son-in-law of your king."

So the Marquis married the princess. Puss in Boots became a great lord, and he hunted mice for fun when he pleased.



Preschool

Study the world with your child from the viewpoint of the Creator. Materials are written following a verse-by-verse explanation, and the academic subjects are applied as the Bible discusses them.

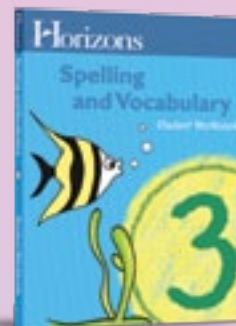
Preschoolers gain a unique perspective of the world and learn that God is the beginning of all things.



Spelling & Vocabulary

– Grades 1-3

Increase your child's personal vocabulary with this phonics-based approach to learning spelling words. Colorful workbooks and student dictionaries help children learn to recognize and spell new words. A variety of activities, puzzles, and lesson formats provide fun-filled practice of spelling concepts.



Penmanship

– Grades 1-5

Teach the fundamentals of proper penmanship to your child while he practices spelling, vocabulary, and writing. Children learn the mechanics of penmanship like letter formation, spacing, capitalization, punctuation, and pencil grip. As the program progresses, students transition from print or manuscript writing to cursive writing.



Horizons Electives

– (PreK-12)

Choose from two Horizons electives, Health and Physical Education. In Health, children in grades K-8 study the power and importance of the human body while learning practical skills and information based on a Christian perspective. In



Physical Education, students in Preschool to 12th grade develop motor skills, flexibility, and athleticism as they cultivate positive teamwork skills with others.

Math

– Grades K-8

Move your child from basic math skills to complicated concepts with eye-catching workbooks. Engaging, fast-paced lessons are easy to teach and fun to learn and include analytical reasoning, memorization, and drill. Hands-on activities and periodic reviews build confidence and ensure

student retention, making this spiral-based math program a favorite of both students and parents.



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