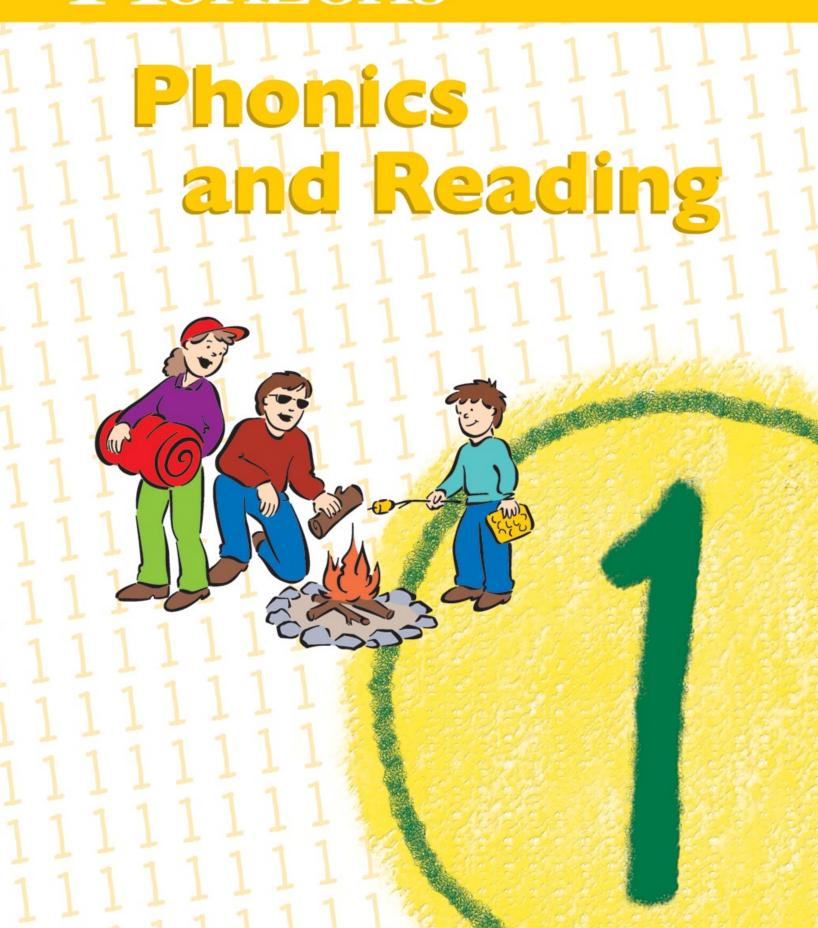
# I Torizons



# 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 upper case and lower case alphabet on paper or on the white board.

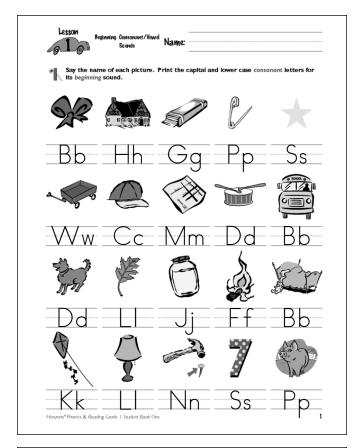
**Activity I.** Review the names of the pictures together. Have the student print the upper case and lower case consonant letters for the beginning sound of each picture.

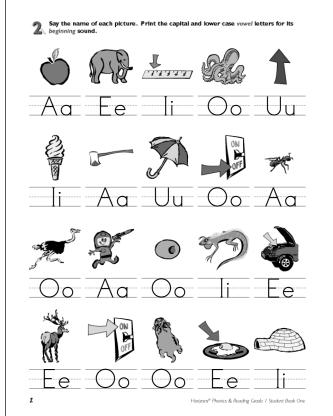
Pictures: bow, house, gum, pin, star wagon, cap, map, drum, bus dog, leaf, jar, fire, bed kite, lamp, nail, seven, pig

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 upper case and lower case 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





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 flash cards. 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

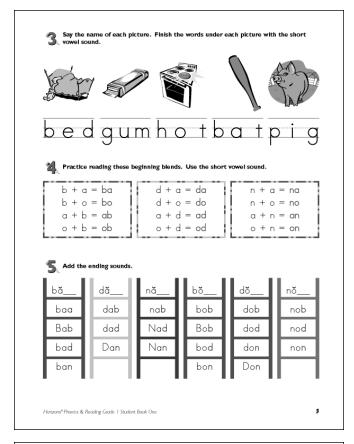
Letters: e, u, o, a, i

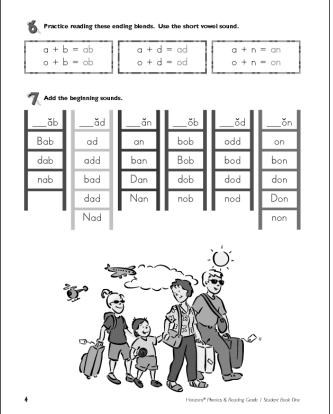
**Activity 4.** Practice each individual sound and blend the sounds together. For example: **buh** plus **aa** is **baa**, etc. These combinations could be put on flashcards or a flip chart for future practice.

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.





# Lesson 24 - Consonant Digraphs gm, mn, Consonant Blends gl, sp

#### Overview:

- Mark consonants in words
- Cross out silent consonants

# Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Story: The Column of Numbers

## Teaching Tips:

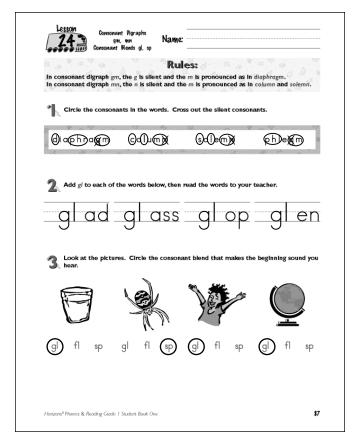
Help the student read the words and identify the pictures. Discuss the rule with the student.

**Activity I**. Help the students read the words in this activity. Define any of the words with which the students are unfamiliar. Before completing the activity, ask the students to identify another consonant digraph that appears in the words (ph).

diaphragm: Circle **d**, **p**, **h**, **g**, **m** – cross out the **g** column: Circle **c**, **l**, **m**, **n** – cross out the **n** solemn: Circle **s**, **l**, **m**, **n** – cross out the **n** phlegm: Circle **p**, **h**, **l**, **g**, **m** – cross out the **g** 

Activity 2. Review the consonant blend rule. Have the student add gl to each of the words and read them aloud.

Words: glad, glass, glop, glen



**Activity 3**. Help the student identify the pictures and circle the correct beginning consonant blend they hear.

Pictures: glass, spider, glad, globe

**Activity 4**. Discuss the consonant blend rule for **sp**, and have the student think of examples. Instruct the student to add **sp** to each of the words and read them aloud.

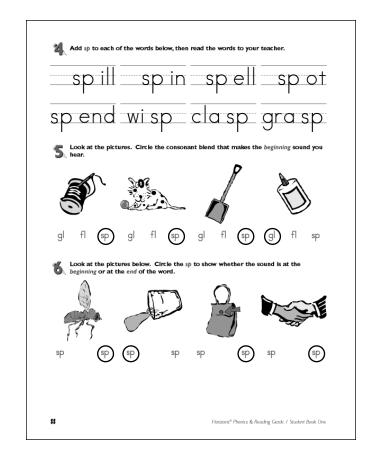
Words: spill, spin, spell, spot spend, wisp, clasp, grasp

**Activity 5.** Help the student identify the pictures and listen for the beginning consonant blend as you say the name of each picture. The student is to circle the beginning sound he hears.

Pictures: spool, Spot, spade, glue

**Activity 6.** Help the student identify the pictures and listen for the beginning or ending consonant blend as you say the name of each picture. The student is to circle the beginning or ending sound he hears.

Pictures: wasp, spill, clasp, grasp



# Lesson 109 - Review: Synonyms, Antonyms, Homonyms

#### Overview:

- Sentence completion
- Short story reading comprehension
- Picture/word match

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- · White board or chalkboard
- Word cards (as necessary)
- Story: The Beet that Beat All of the Others

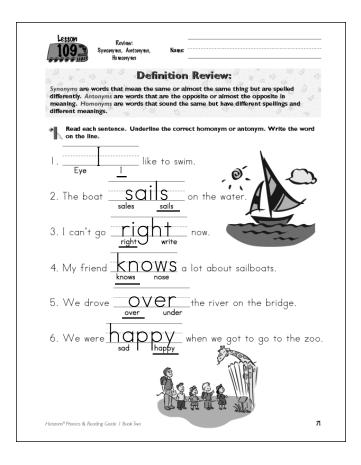
## Teaching Tips:

Review the definitions with the student. Have the student write examples of synonyms, antonyms, and homonyms on the chalkboard or white board. Review any word cards as necessary. (**Optional**: Write several pairs of antonyms, synonyms, and homonyms on the board. Point to each set of words and have the student correctly identify them as either antonyms, synonyms, or homonyms.)

**Activity I**. Help the student read the sentences and the word choices. Instruct the student to underline the antonym or homonym that will correctly complete each sentence and write the word on the line.

#### Sentences:

- I. I like to swim.
- 2. The boat sails on the water.
- 3. I can't go right now.
- 4. My friend knows a lot about sailboats.
- 5. We drove over the bridge.
- 6. We were happy when we got to go to the zoo.



**Activity 2**. Have the student read the story and the words from the list aloud. The student will use the words from the list to answer the questions about the story.

#### Sentences:

- I. John's team beat most of the other teams in the league.
- 2. They rode to the game in a bus.
- 3. They wore their new shirts to the game.
- 4. John's team won the big game.

**Activity 3**. Have the student identify the pictures and draw a line to match the pictures with the words. (**Optional**: Ask the student to spell the homonyms for each of the words – not, beat, wring, see, ate.)

Pictures: knot sea beet eight ring

