

# Horizons

## Phonics and Reading



# Lesson

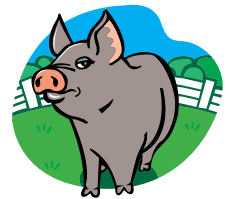
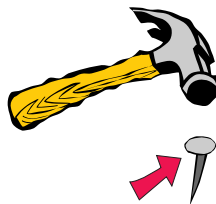
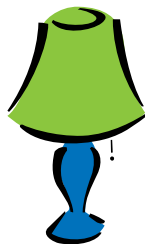
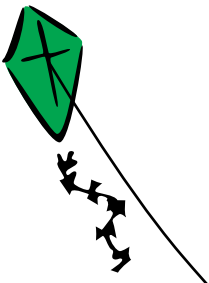
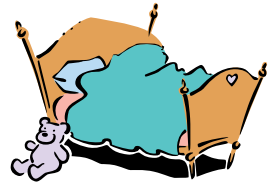
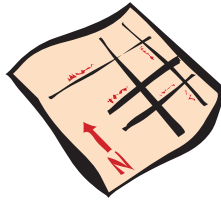
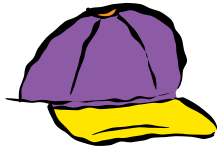
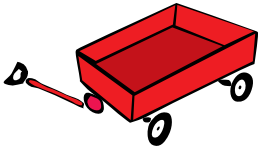
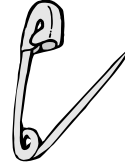
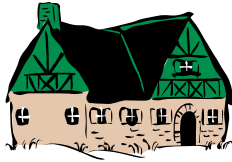


## Beginning Consonant/Vowel Sounds

Name: \_\_\_\_\_

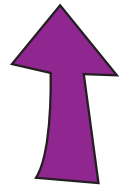
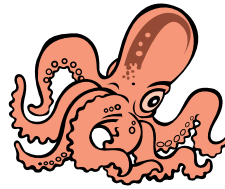
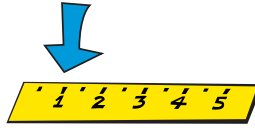
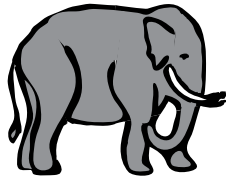


Say the name of each picture. Print the capital and lower case **consonant** letters for its **beginning** sound.





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



\_\_\_\_\_

\_\_\_\_\_

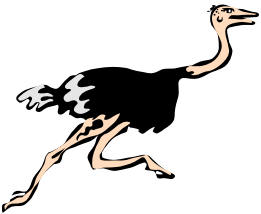
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

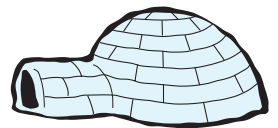
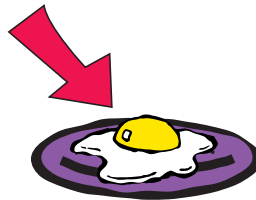
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

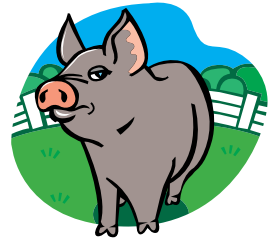
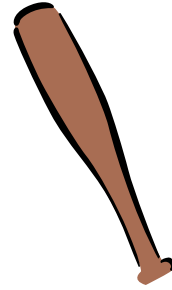
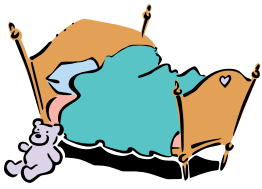


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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__	dă__	nă__	bö__	dö__	nö__
ba <b>a</b>	da <b>b</b>	na <b>b</b>	bo <b>b</b>	do <b>b</b>	no <b>b</b>
Ba <b>b</b>	da <b>d</b>	Na <b>d</b>	Bo <b>b</b>	do <b>d</b>	no <b>d</b>
ba <b>d</b>	Da <b>n</b>	Na <b>n</b>	bo <b>d</b>	do <b>n</b>	no <b>n</b>
ba <b>n</b>			bo <b>n</b>	Do <b>n</b>	



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

\_\_öb

bob

Bob

dob

nob

\_\_öd

odd

bod

dod

nod

\_\_ön

on

bon

don

Don

non



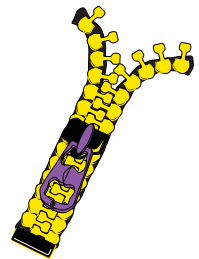
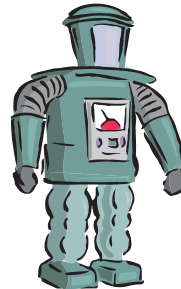
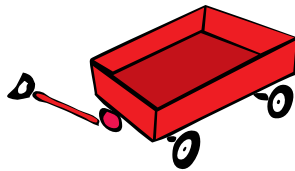
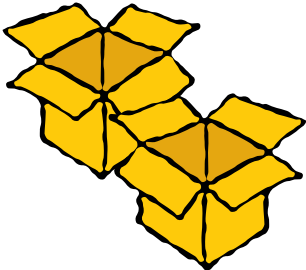
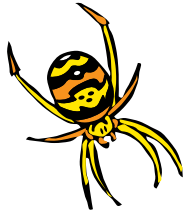
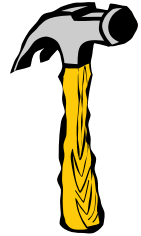
Lesson  
**2**

Middle Consonant  
Sounds

Name: \_\_\_\_\_



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





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

f + a = fa
h + a = ha
t + a = ta

f + o = fo
h + o = ho
t + o = to

f + e = fe
h + e = he
t + e = te

f + i = fi
h + i = hi
t + i = ti



Add the ending sounds.

fă__
fab
fad
fan
fat

fö__
fob

fě__
fed

fĩ__
fib
fin
fit

hă__
had
hat

hõ__
hob
hot

hě__
hen

hĩ__
hid
hit

tă__
tab
tad
Tad
tan

tõ__
Todd
tot

tě__
Ted
ten

tĩ__
tiff
tin



**Rule:**

The prefix **re-** usually means **to do again**. Examples: **reread** = to read again; **repack** = to pack again.



Add the prefix **re-** to the base words. Write the new words on the lines.

do \_\_\_\_\_  
\_\_\_\_\_

read \_\_\_\_\_  
\_\_\_\_\_

make \_\_\_\_\_  
\_\_\_\_\_

write \_\_\_\_\_  
\_\_\_\_\_

load \_\_\_\_\_

tie \_\_\_\_\_



Draw lines to match the words with their meanings.

remake

to write again

redo

to load again

rewrite

to tie again

retie

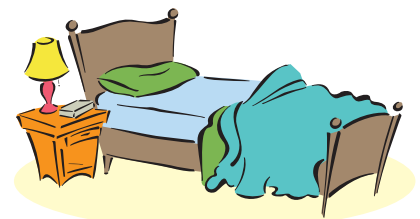
to wind again

reload

to do again

rewind

to make again







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

### Word List

remake

redo

rewrite

retie

reload

rewind

1. Jacob had to \_\_\_\_\_ his bed.

2. Joan needed to \_\_\_\_\_ her shoes.

3. Please \_\_\_\_\_ the clock.

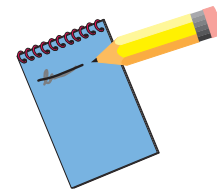
4. I will \_\_\_\_\_ my letter to my grandma.



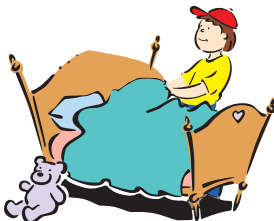
Draw lines to match the words with the pictures.



remake



rewrite



retie



rewind

**2** Draw lines to match the pictures to the words.



reread



rewrite



repack



unload

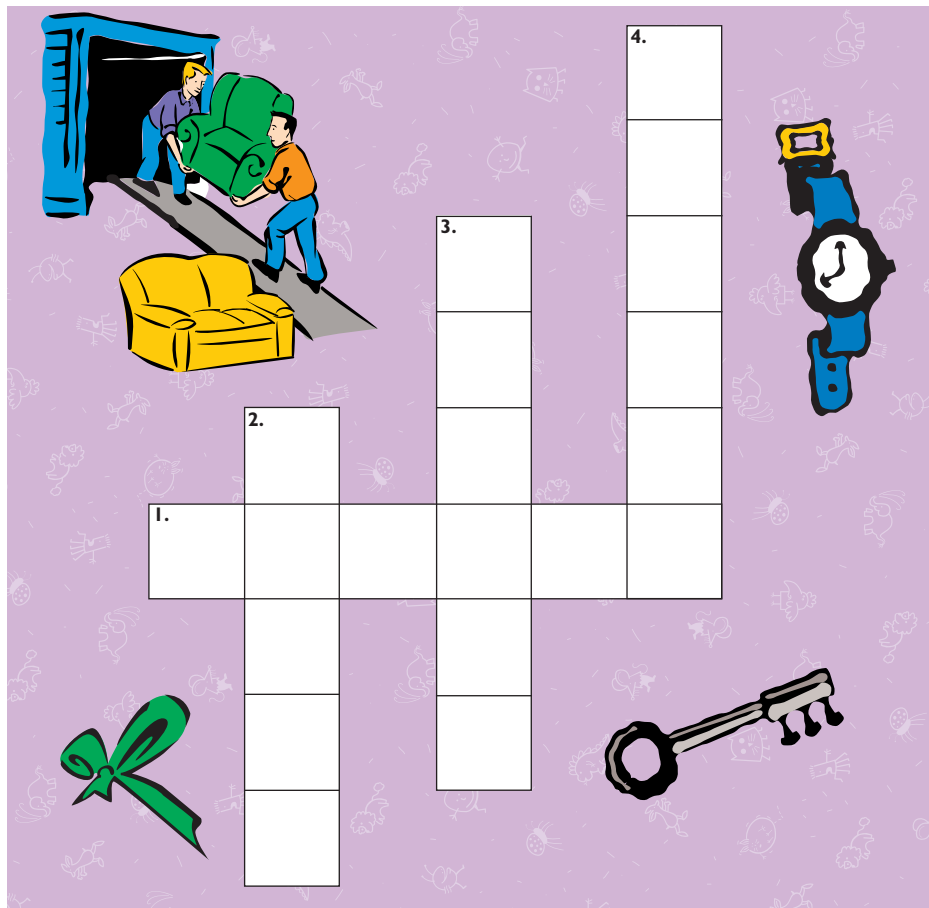
**3** Use the words from the list to complete the crossword puzzle.

unwind

unload

untie

unlock



**ACROSS:**

1. The opposite of load

**DOWN:**

2. The opposite of tie

3. The opposite of lock

4. The opposite of wind



**Writing a Report – Write a report about an animal.**

You are going to write a report about an animal. A report tells the reader information about something. Only facts, or things that can be proven to be true, are written in a report. Have your teacher or writing partner help you find information about an animal on which you want to do your report. Pick out at least five facts about the animal. Your teacher or partner can help you write them down. Then decide what order to put them in.

Write your first copy on a piece of paper. Have your teacher or partner help you check for any mistakes, then write your final copy in your book.



**3** Read each contraction. What letters are left out? Write the letter or letters that were left out on the line.

I'm

\_\_\_\_\_

-----

\_\_\_\_\_

let's

\_\_\_\_\_

-----

\_\_\_\_\_

**4** Write a sentence for each contraction.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_





**Write a friendly letter.**

A friendly letter contains five parts:

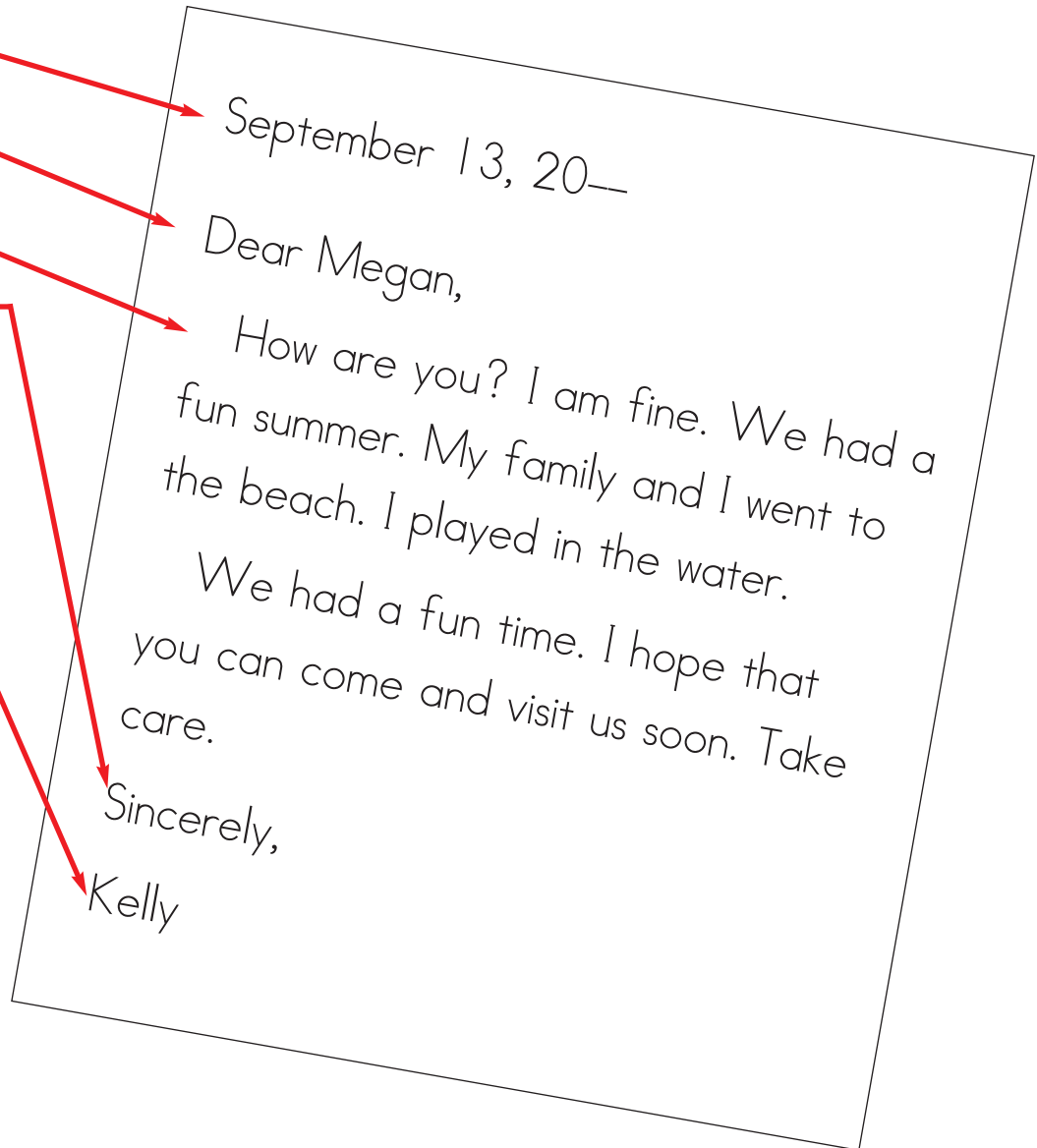
1. Heading

2. Greeting

3. Body

4. Closing

5. Signature



You may write your letter to a friend or relative. Have your teacher or writing partner help you. He or she can also help you correct any mistakes in spelling or punctuation. Write your first copy on a piece of paper. Write your final copy on the following page.

# Horizons

## Phonics and Reading



# 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 1.** 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**

Lesson \_\_\_\_\_ Beginning Consonant/Vowel Sounds \_\_\_\_\_ 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

Horizons® Phonics & Reading Grade 1 Student Book One

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

2 Horizons® Phonics & Reading Grade 1 Student Book One

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.

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



bed gum hot bat pig

**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.

bă__	dă__	nă__	bö__	dö__	nö__
baa	dab	nab	bob	dob	nob
Bob	dad	Nad	Bob	dod	nod
bad	Dan	Nan	bod	don	non
ban			bon	Don	


Horizons® Phonics & Reading Grade 1 Student Book One

**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.

__ăb	__ăd	__ăn	__öb	__öd	__ön
Bab	ad	an	bob	odd	on
dab	add	ban	Bob	bod	bon
nab	bad	Dan	dob	dod	don
	dad	Nan	nob	nod	Don
	Nad				non



Horizons® Phonics & Reading Grade 1 Student Book One



# 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 1.** 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**

Lesson  
**24**

Consonant Digraphs  
gm, mn  
Consonant Blends gl, sp

Name: \_\_\_\_\_

**Rules:**

In consonant digraph *gm*, the *g* is silent and the *m* is pronounced as in *diaphragm*.  
In consonant digraph *mn*, the *n* is silent and the *m* is pronounced as in *column* and *solemn*.

**1.** Circle the consonants in the words. Cross out the silent consonants.

diaphragm

column


solemn

phlegm


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

gl ad   gl ass   gl op   gl en


**3.** Look at the pictures. Circle the consonant blend that makes the beginning sound you hear.




(gl) fl sp



gl fl (sp)



(gl) fl sp



(gl) fl sp

Horizons® Phonics & Reading Grade 1 Student Book One

17

**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**

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


spill spin spell spot  
 spend wisp clasp grasp

5. Look at the pictures. Circle the consonant blend that makes the beginning sound you hear.



gl fl **sp** gl fl **sp** gl fl **sp** **gl** fl sp

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



sp **sp** **sp** sp sp **sp** sp **sp**

88 Horizons® Phonics & Reading Grade 1 Student Book One

# 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 1.** 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:

1. 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.

**Lesson**  
**109**

Review: \_\_\_\_\_  
Synonyms, Antonyms, Homonyms

Name: \_\_\_\_\_

**Definition Review:**

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.

1. Read each sentence. Underline the correct homonym or antonym. Write the word on the line.

1. Eye I \_\_\_\_\_ like to swim.  
Eye I \_\_\_\_\_



2. The boat \_\_\_\_\_ sails \_\_\_\_\_ on the water.  
sales sails

3. I can't go \_\_\_\_\_ right \_\_\_\_\_ now.  
right write

4. My friend \_\_\_\_\_ knows \_\_\_\_\_ a lot about sailboats.  
knows nose

5. We drove \_\_\_\_\_ over \_\_\_\_\_ the river on the bridge.  
over under

6. We were \_\_\_\_\_ happy \_\_\_\_\_ when we got to go to the zoo.  
sad happy

Horizons® Phonics & Reading Grade 1 Book Two 7

**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:

1. **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**  
                      **ring**                              **eight**

**2** Read the story. Use the correct words from the list to answer the questions after the story.

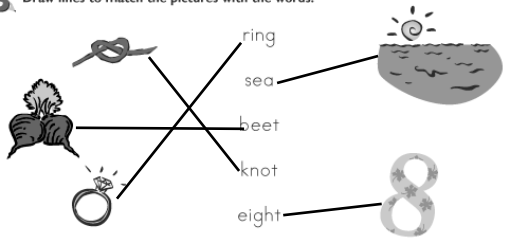
**Word List**

beat    beet    knew    new    road    rode    one    won

John's soccer team beat most of the other teams in the league. They made it to the finals. They rode to the game in a bus. They wore their new shirts to the game. The other team was good, but John's team won the game by one point.

1. 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.

**3** Draw lines to match the pictures with the words.



Horizons® Phonics & Reading Grade 1 Book Two