

Horizons

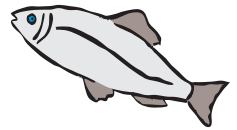
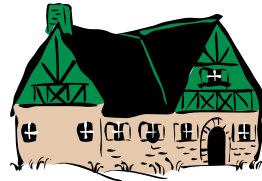
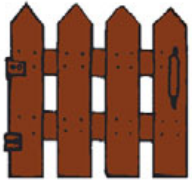
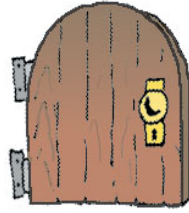
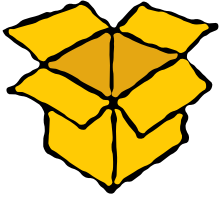
**Phonics
and Reading**



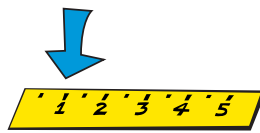
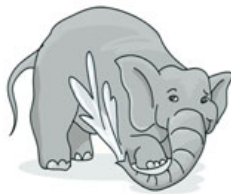
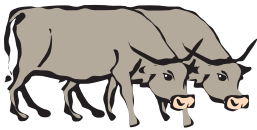
Name _____



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



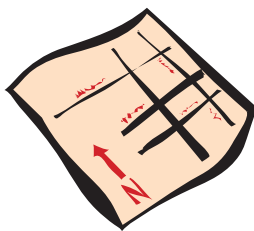
Say the name of each picture. Print the capital and lower case *vowel* letters for its *beginning* sound.



$$5 + 4 = 9$$



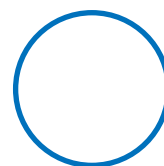
3 The vowels are *a, e, i, o,* and *u*. Say the name of each picture. Finish the words under each picture with the short vowel sound.



s n h t m p r d d g

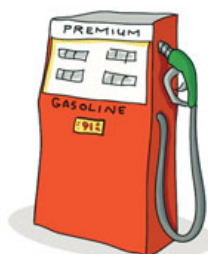
When *c* is followed by *e, i,* or *y,* it makes the soft sound as in the word *city*. When *c* is followed by *a, u,* or *o,* or a *consonant,* it makes the hard sound as in the word *cat*.

4 *Underline* the pictures that begin with the sound of *hard c*. Draw a *circle* around the pictures that begin with the *soft c* sound.



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

5 *Underline* the pictures that begin with the sound of *soft g*. Draw a *square* around the pictures that begin with the sound of *hard g*.



Name _____



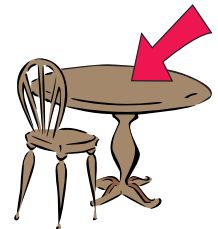
Say the name of each picture. Write the lower case letter for its *ending* sound.







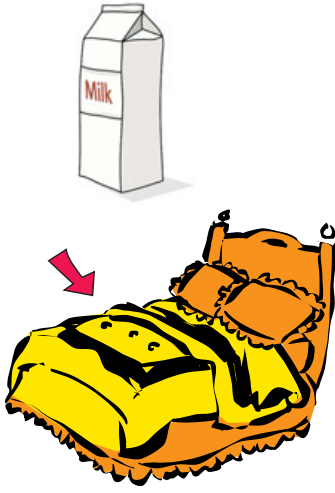
Review the beginning letter sounds. Write the *beginning* lower case letter for each picture.





The letters **qu** make the **kw** sound that you hear in **queen** and **quick**.

3 Draw lines to match the pictures with the words.



question

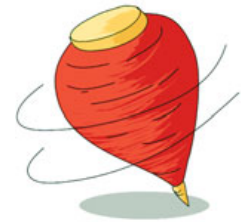
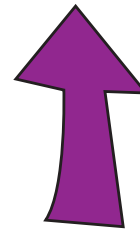
queen

quilt

quart



4 The vowels are **a, e, i, o,** and **u.** Say the name of each picture. Finish the words under each picture with the short vowel sound.



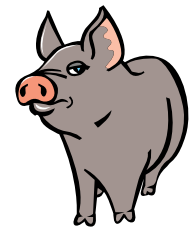
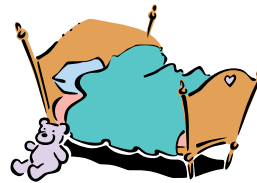
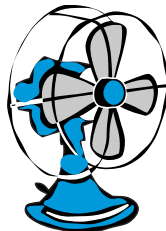
m n

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r n

h t

f n

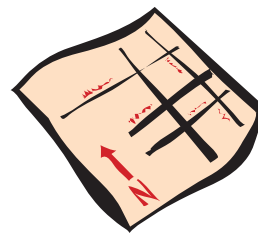
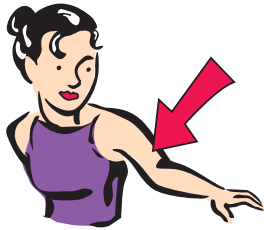
b d

p g

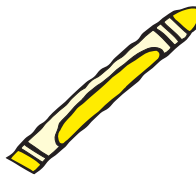
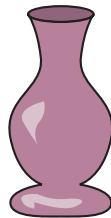
Name _____



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




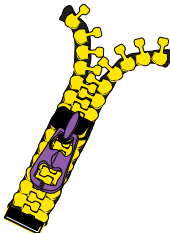





Review the beginning letter sounds. Write the *beginning* lower case letter for each picture.



2005						
January	February	March	April	May	June	July
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10
11	11	11	11	11	11	11
12	12	12	12	12	12	12
13	13	13	13	13	13	13
14	14	14	14	14	14	14
15	15	15	15	15	15	15
16	16	16	16	16	16	16
17	17	17	17	17	17	17
18	18	18	18	18	18	18
19	19	19	19	19	19	19
20	20	20	20	20	20	20
21	21	21	21	21	21	21
22	22	22	22	22	22	22
23	23	23	23	23	23	23
24	24	24	24	24	24	24
25	25	25	25	25	25	25
26	26	26	26	26	26	26
27	27	27	27	27	27	27
28	28	28	28	28	28	28
29	29	29	29	29	29	29
30	30	30	30	30	30	30
31	31	31	31	31	31	31

When **x** comes at the beginning of a word, it often makes the **z** sound as in *xylophone*. Very few English words begin with the letter **x**.

3 Look at the pictures below. Fill in the circle for the correct beginning consonant sound.

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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*.

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



bass

miss

fuss

pass

kiss

hiss

loss

moss



Name _____



Lesson 81

When two consonants are the same in the middle of a word, they are called double medial consonants. To divide the word into syllables, break the word between the double consonants. Double consonant letters do not normally follow long vowels and do not follow non-simple vowels. A double consonant is pronounced singly.

Letters that double: *b c d f g l m n p r s t v z*

Letters that do not double: *h j k q w x y*



Mark the vowels in each word. Divide the words into syllables by drawing a slash between the double consonants. The first one has been done for you. Read the double consonant words.

cab**b**age rabbi rubber Bobby blabber

occur account accord hiccup raccoon

address daddy shudder muddy ladder

coffee differ afford office offer

bigger foggy suggest Peggy juggler

allow hello valley follow Sally

common hammer Jimmy summer bumper

banner Donny connect penny annoy

dipper supper floppy suppose appoint

arrive current carry sorrow surround
assign scissor issue blossom messy
better rattle Betty button attend
savvy divvy flivver skivvies chivvy
drizzle dizzy puzzle buzzard blizzard



Complete the words with the double consonant. Read the words.

tt

a_____ain

bo_____om

a_____ract

pp

o_____ose

su_____ly

a_____roach

ll

ba_____ad

po_____ute

wa_____et

ss

mi_____ion

me_____age

cla_____ic

rr

a_____ow

bo_____ow

e_____or

nn

co_____ect

ma_____er

ski_____y

Name _____



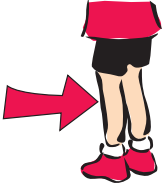
Lesson 82

In consonant digraph **kn**, the **k** is silent and **n** is pronounced as in **knife** and **knot** as in **know** and **knelt**.


In consonant digraph **wr**, the **w** is silent and the **r** is pronounced as in **wrong** and **write**.




Circle and write the word that names the picture.



knob
knee
knew



wrist
wrench
wrong



knuckle
knead
knack




wreck
wren
wry



know
knock
knight



wreath
wrinkle
write



knicker
knapsack
know




knockout
knoll
penknife



wrap
writing
wrinkle



knickknack
knock-kneed
knew



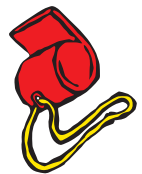
wrestle
wrath
typewriter

In consonant digraph **wh**, the **wh** makes the **hw** sound as in **what** and **when**.
In consonant digraph **ng**, the **ng** makes a blend of the **ng** sound as in **sing** and **rung**.
In consonant digraph **tch**, the **tch** makes the **ch** sound as in **itch** and **pitcher**. It always follows a short vowel.



Read each sentence. Underline the **wh**, **ng**, and **tch** digraphs.

1. When will the songbirds hatch?
2. Why is the patch so long?
3. What can we hitch to the spring?
4. Which of the singers can stay on pitch?
5. Where is the sketch of the king?
6. Somewhere the ring has a scratch.
7. The young butcher was nowhere to be found.
8. Watch the rope on the swing while it lengthens.
9. Bring a whistle to the soccer match.
10. There was a blotch on the wing of the bobwhite.
11. The men will stretch the gangplank from the ship to the wharf.
12. Butch will hang the whip near the light switch.
13. It will be hard to catch the strong whale.
14. It would be wrong to whack the man with a crutch.
15. The watchman followed the gang everywhere they went.



Name _____




Lesson 83


The letter **q** is always followed by **u** and together they say /kw/ as in **quiz** and **require**. The **u** is not considered a vowel here.



These are the phonetic spellings for words with the **qu** consonant blend. Spell the words correctly on the lines.



kwill




kwail


ekwual




kween




kwart




skwash




skware



kwarter



skwuirrel



kwuilt



Circle the word that completes the sentence.

1. We saw a (**quick**, quail) in the tall grass.
2. Put the milk in a (quart, **quill**) jar.
3. Mom bought a new (quarter, **quilt**) for the bed.
4. The toys will fit in the (**squid**, square) box.
5. There was a grey (**squirrel**, queen) in the oak tree.
6. A large (**equal**, squash) was growing in the garden.



Read the words in the Word List. Use a word from the Word List to answer each riddle.

squirt	quiet	quit	quack	quake	quiz
quick	squeak	squint	squish	question	

1. What a duck says: _____
2. What a water gun does: _____
3. What a mouse says: _____
4. A short test: _____
5. When the earth shakes: _____
6. When you pinch your eyes: _____
7. When no one makes a sound: _____
8. What is asked on a test: _____
9. When you step on a bug: _____
10. When you do it fast: _____
11. When all is done: _____

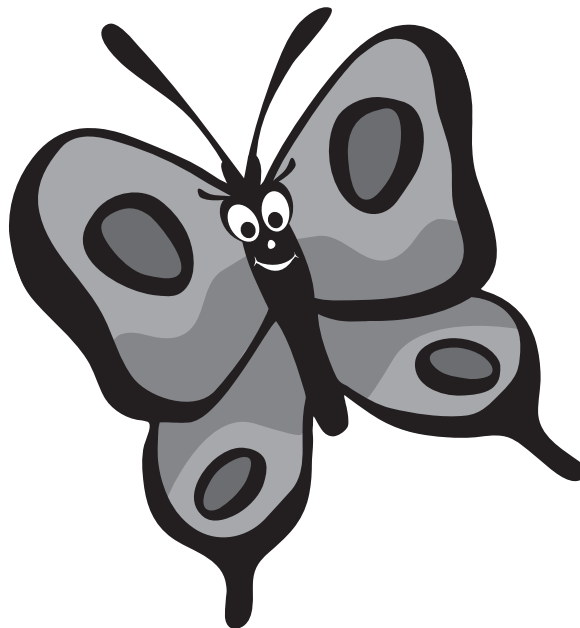
Horizons

Phonics and Reading



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Lesson 15: Consonant Digraph ch & Short Vowel o

Home _____

Lesson 15

A *Consonant Digraph* is two or more consonants that stay together to make their special sound. Consonant digraph *ch* can be used at the beginning or end of a word as in *chin*, *such*, *sandwich*.

1 Look at the pictures. Circle the pictures whose names contain *ch*.

chair sandwich shoe teach peach
cherry fish cheese chief rich

2 Draw lines to match the pictures with the words.

chick
chin
chip
chum
chop
chill

Consonant Digraph ch, Short Vowel o 91

Overview:

- Define the term “consonant digraph”
- Identify words that begin or end with the **ch** consonant digraph
- Read words that begin or end with the **ch** consonant digraph
- Match words with the **ch** consonant digraph to the picture
- Recite the Short Vowel Rule
- Identify words that have the short **o** sound
- Complete words with a short **o** vowel
- Read words with a short **o** vowel

Materials and Supplies:

- Teacher’s Guide & Student Workbook 1
- White board or chalkboard
- Word cards (as necessary)
- Phonics rules flashcards
- Reader: *Robinson Crusoe & Other Classic Stories*

Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review the short vowels **a** & **e** with words from Lesson 14, Activity 3. Code the vowels with a breve and read the words.

Review the short vowel **i** with words from Lesson 14, Activity 5. Code the vowels with a breve and read the words.

Activity 1. Review the Consonant Digraph Rule. Review the **ch** Consonant Digraph Rule. *Words to teach the concept:* child, church, chart, change, chance, chest, cheer, chain, chair, check, chase, which, each, branch, touch, reach. Review the pictures with the student. Have the student circle the pictures with a beginning or ending **ch** consonant digraph.

Pictures:

chair, sandwich, shoe, teach, peach
cherry, fish, cheese, chief, rich

Answers:

chair, sandwich, teach, peach
cherry, cheese, chief, rich

Activity 2. Review the pictures with the student. Have the student read the words. Then have the student match the picture to the correct word.

Pictures:

chop chip
chill chick
chum chin

Note: The word *chick* reviews the **ck** spelling of the **k** sound at the end of a short vowel word.

Activity 3. Review the Short Vowel Rule and the short o sound. *Words to teach the concept:* Bob, bond, box, chop, cob, cot, Don, fox, from, God, got, hog, job, jot, lot, mom, nod, not, odd, pop, sob, Tom. Discuss each picture so that the student can correctly identify them. Instruct the student to draw a circle around the pictures that have the short o sound.

Pictures:

lock, fox, cob, mop, shot
dock, pop, rat, on, top
sock, pot, hog, net, dog

Answers:

lock, fox, cob, mop, shot
dock, pop, on, top
sock, pot, hog, dog

Activity 5. Have the student complete the short o words given an ending and/or a beginning letter(s). Then read the words that have been formed.

Words:

shock, moss, shop, shot, oxen
hock, tock, doll, Bob, odd
Ross, hotdog, popup, cannot

Note the compound words formed in this activity.

Reading. Read and discuss the maxim for the Lesson.

Read the story *I Carry Some Things Ashore*. This is another chapter of the *Robinson Crusoe* story. Preview the story and explain words or sentence structures that are not familiar to the student. With every story ask questions: who are the characters, what are they doing, what are they saying, where does the action take place, what is the order of events, what words are being used, what new information is given, what lesson can be learned?

When a word has only one vowel between two consonants, the vowel usually says its short sound. The vowels *a, e, i, o,* and *u* usually say the short sound when followed by a consonant before the end of a syllable as in *at, era, in, odd,* and *up.*

3 Draw a circle around the pictures that have the sound of short o.

4 Complete the short o words. Read the words.

shock moss shop shot oxen
 hock tock doll Bob odd
 Ross hotdog popup cannot

32 Consonant Digraph ch, Short Vowel o

Comprehension questions:

- What time was it?
- What did Robinson realize was missing from the things he had loaded on the raft?
- What was the weather like?
- What helped carry the raft toward the shore?
- Where did the tide first carry the raft?
- What left the raft high and dry on the land?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 104: Spellings of the sh Sound

Home _____
Lesson 104

When followed by a vowel in the same syllable, *ci*, *si*, and *ti* often have the sound of *sh* as in *nation*, *action*, *special*, *precious*, and *mission*.
The letters *s* or *ss* before *i* say *sh* as in *sure*, *tissue*, and *pleasure*.

1 Read the two-syllable words. Circle the digraph that has the *sh* sound in each word.

visi <u>o</u> n	faci <u>a</u> l	nati <u>o</u> n	so <u>c</u> ial
secti <u>o</u> n	poti <u>o</u> n	versi <u>o</u> n	speci <u>a</u> l
sucti <u>o</u> n	glaci <u>e</u> r	pensi <u>o</u> n	pati <u>e</u> nt
fi <u>cti</u> o	stati <u>o</u> n	loti <u>o</u> n	acti <u>o</u> n
raci <u>a</u> l	mans <u>i</u> o	moti <u>o</u> n	fracti <u>o</u> n
oce <u>a</u> n	ment <u>i</u> o	capti <u>o</u> n	graci <u>o</u> s
parti <u>a</u> l	cauti <u>o</u> n	marti <u>a</u> l	porti <u>o</u> n

2 Read the words. Circle the letters that have the *sh* sound.

tiss <u>u</u> e	s <u>u</u> gar	press <u>u</u> re	s <u>u</u> re
cens <u>u</u> re	iss <u>u</u> e	ass <u>u</u> re	uns <u>u</u> re

3 Read the three-syllable words. Circle the letter(s) that have the *sh* sound in each word.

addit <u>i</u> o	subtra <u>cti</u> o	divisi <u>o</u> n	positi <u>o</u> n
emoti <u>o</u> n	decisi <u>o</u> n	explosi <u>o</u> n	magici <u>a</u> n
attenti <u>o</u> n	correc <u>t</u> io	locati <u>o</u> n	nutriti <u>o</u> n
initi <u>a</u> l	sugarcane	musici <u>a</u> n	physici <u>a</u> n

Sound of *sh* Spelled *ci*, *si*, *ti*, *ce*, *s*, & *ss* 91

Overview:

- Auditory discrimination of the *s* sound
- Auditory discrimination of the **sh** sound
- Apply the rules to read words with spellings of the *s* sound
- Apply the rules to read words with spellings of the **sh** sound
- Sort words by the *s* or **sh** sound

Materials and Supplies:

- Teacher's Guide & Student Workbook 2
- White board or chalkboard
- Word cards (as necessary)
- Dictionary
- Reader: *A Little Princess & Other Classic Stories*

Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review silent letters with Lesson 103, Activities 1-3. Read the lists of words again. It is important that the student recognize the spelling of the silent letters and pronounce the words correctly.

Activity 1. Review the rule for the spellings of the **sh** sound and the examples. Have the student write examples of the rule on the chalkboard or white board. *Words to teach the concept:* artificial, delicious, judicial, optician, politician, technician, abrasion, discussion, erosion, illusion, occasion, percussion, television, cautious, convention,

creation, devotion, digestion, direction, donation, eviction, inflation, petition, reception, relation, rotation, salvation, sensation, situation, taxation, vacation, ocean, essential, initials, potential, spatial. Have the student read the words aloud. The student will circle the digraph in each word that makes the **sh** sound.

Words:

vision, facial, nation, social
section, potion, version, special
suction, glacier, pension, patient
fictio, station, lotion, action
racial, mansio, motion, fraction
ocean, mentio, caption, gracios
partial, caution, martial, portion

Note that some of the *si* words have a /zh/ sound but they are commonly placed into this category.

Activity 2. Review the rule for the *s* or *ss* spelling of the **sh** sound and the examples. Have the student read the words aloud. The student will circle the letter or letters in each word that makes the **sh** sound.

Activity 2 continued:

Words:

tissue, sugar, pressure, sure
censure, issue, assure, unsure

Activity 3. Have the student read the words aloud. The student will circle the digraph or letter in each word that makes the **sh** sound.

Words:

addition, subtraction, division, position
emotion, decision, explosion, magician
attention, correction, location, nutrition
initial, sugarcane, musician, physician

Note that some of the **si** words have a /zh/ sound but they are commonly placed into this category.

Activity 4. Review the rules for the spellings of the **s** sound and the **sh** sound. Instruct the student to sort the words and write them in the correct box. Read the words after they have been sorted.

Words:

<u>Sound of s</u>	<u>Sound of sh</u>
secret	special
certain	ocean
sentence	mission
city	pressure
sound	social
once	station
seesaw	partial
since	action
sample	sugar
pencil	tissue
single	motion
voice	nation
summer	vision
address	passion
across	session

Reading. Read and discuss the maxim for the Lesson.

Read the story *A Change of Fortune*. This is another chapter of the *A Little Princess* story. Preview the story and explain words or sentence structures that are not familiar to the student.

4 Read the words. Sort the words by the **s** sound in each word. Some have both sounds, so put them in the **sh** group.

Sound of s	Sound of sh
secret	special
certain	ocean
sentence	mission
city	pressure
sound	social
once	station
seesaw	partial
since	action
sample	sugar
pencil	tissue
single	motion
voice	nation
summer	vision
address	passion
across	session

52 Sound of sh Spelled ci, si, ti, ce, s, & ss

With every story ask questions: who are the characters, what are they doing, what are they saying, where does the action take place, what is the order of events, what words are being used, what new information is given, what lesson can be learned?

Comprehension questions:

- Who led the parade into the classroom?
- Who forgot herself in the excitement of the parade?
- Who was asked to stay in the room while the presents were opened?
- What excuse did Miss Minchin give for why Becky should not be allowed to remain in the room?
- Where was Becky asked to stand?
- How did Miss Minchin treat Sara like she was a princess?

Assign. Lesson activities or reading that are to be completed as homework.

Lesson 154: Difficult and Irregular Words of One Syllable

Overview:

- Read difficult one-syllable words
- Read words with different spellings of the same vowel sound
- Auditory discrimination of the long vowel sound
- Auditory discrimination of the short vowel sound
- Sort words by the vowel sound

Materials and Supplies:


- Teacher's Guide & Student Workbook 2
- White board or chalkboard
- Word cards (as necessary)
- Dictionary
- Reader: *A Little Princess & Other Classic Stories*


Teaching Tips:

Review for Mastery. Discuss and review any work from the previous lesson that was assigned as homework. Check for completion of the activities and orally quiz the student for comprehension. Review any reading that was assigned, discussing the characters, setting, plot, theme, language, sequence, etc.

Strengthen fluency and phonemic awareness by reviewing words and sentences from previous lessons. Build vocabulary skills by using some of the words in sentences.

Review difficult one-syllable words with Lesson 153, Activity 1. Read the words again, first by rows and then by columns. Make a list of the words that the student struggles with for additional review.

Home _____

Lesson 154

 Read the words. Read left to right, then read top to bottom.

stride	guide	foe	owe	blow
snow	hoe	pole	roll	toll
stroll	most	more	floor	oar
boat	moat	soak	blown	told
load	soap	prose	coax	sworn
board	sword	due	sue	new
screw	crew	slew	chew	ewe
rude	crude	spruce	fruit	lure
lamb	limb	dense	fence	cash
gnash	bread	head	neck	speck
tense	drench	badge	hedge	pledge
twelve	valve	sweat	prism	guilt
drift	risk	spill	witch	fringe
spit	live	bolt	jolt	crumb
plump	church	judge	shrub	purge
purse	law	saw	claw	war
fort	caught	fought	naught	swarm
morn	yawn	broad	cause	torch
all	call	haul	crawl	wart
quart	scald	moss	fork	walk
stalk	wasp	balm	cask	mark
spark	shark	gasp	lard	launch

Difficult One-Syllable Words 161

This lesson will continue to review many of the phonics concepts that have been covered in this course. Have the student write examples of different spellings that sound the same on the chalkboard or white board. Assist the student as needed in reading the words in the lesson.

Activity 1. Have the student read the words in this activity one row at a time. Discuss the vowel sound and the spelling. Look also for consonant blends and other spellings for sounds. After the words have been read by rows, read the words in a column. Assist the student in correctly pronouncing the words.