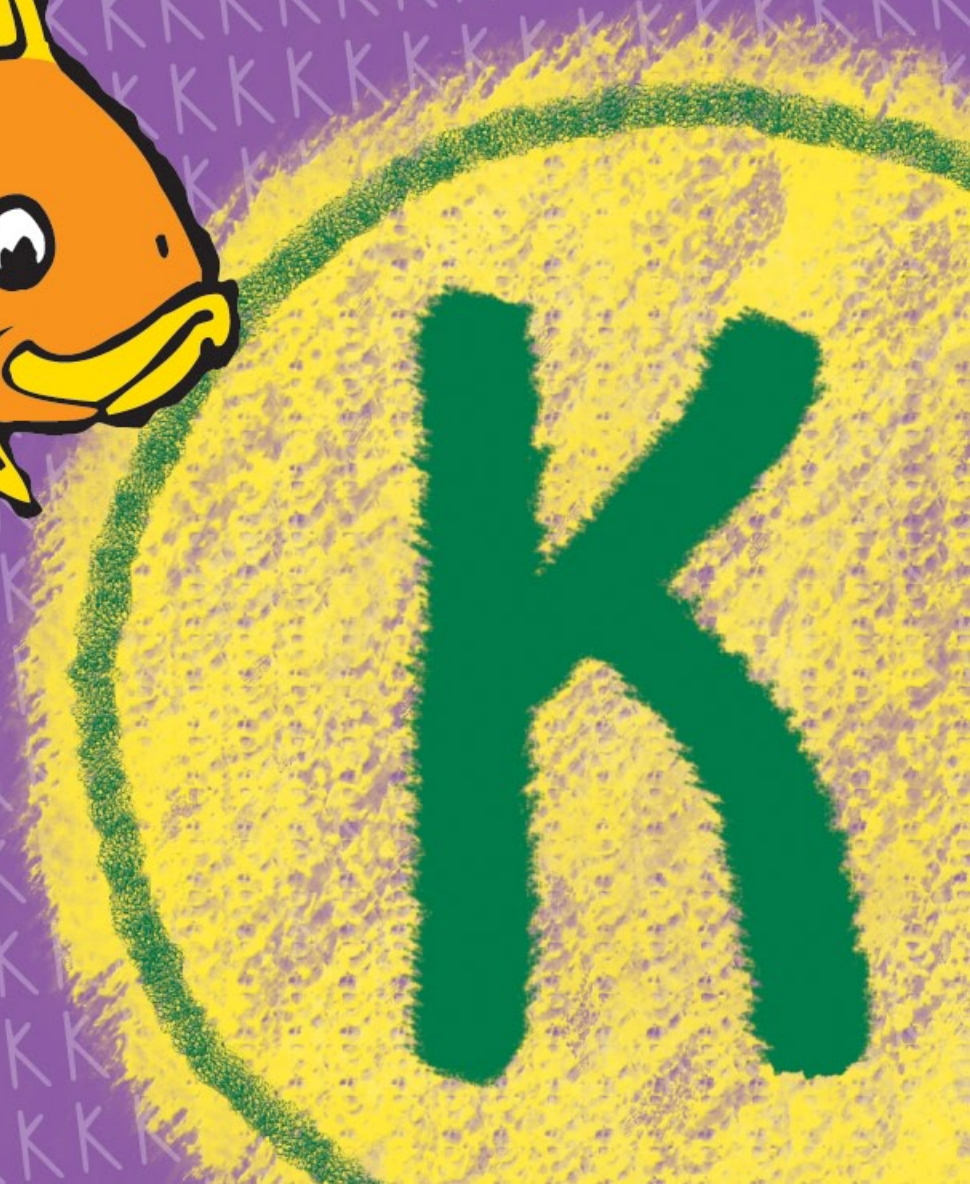
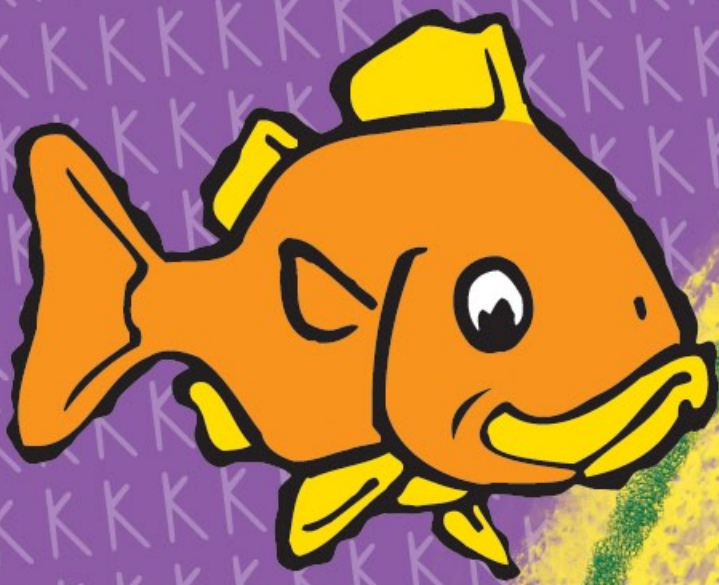


Horizons

Phonics and Reading



LESSON 1
Letter **a**

Read the alphabet.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Look at the letter **a**.

It is the first letter of the alphabet. The letter **a** is a vowel and can be used at the beginning, middle, or end of a word.

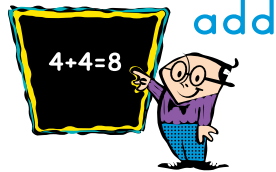
The vowel **a** makes the sound we hear at the beginning of **A**ndy **A**lligator eating **a**n **a**pple.

Rule 1: Every word must have a vowel in it.

Rule 2: If there is only one vowel in a word, it usually uses the short-vowel sound.



apple



add



alligator

A a



astronaut

anteater



LESSON 41

Silent e: **iē**

Bible



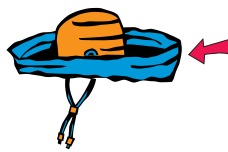
ride

Review **Silent e** Rule: When two vowels are close together in a word, the first one says its own name, and the other one is silent as in **tāme**, **fīle**, **dōme** and **cūbe**.

- 1 Look at the pictures below. Put a circle around those you hear with the **long ī** sound as in **fīle**.



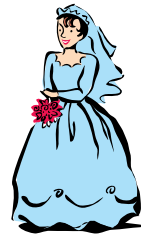
bike



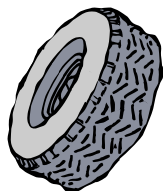
brim



hide



bride



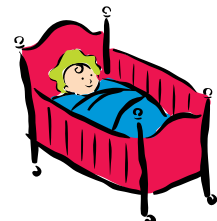
tire



kite



fire



crib

12 Color the picture.



2 Practice printing **Scr** with a capital **S**.

Scr

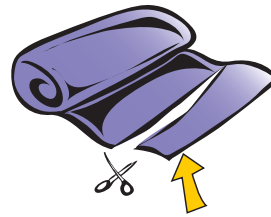
3 Practice printing **scr** with lower case letters.

scr

4 Draw a line from the word to the picture it matches.



scram



scratch



scrub



scrap

5 Write **yes** or **no** to the following questions.

Can a man scruff?

Can you scrub a smell?

Can you scratch your scalp?

Can you scrub a van?

LESSON 82

Review: Double Vowels & Blends

1 Circle the letters that make the beginning sounds you hear.



scr sk sl



scr sk sl



scr sk sl



scr sk sl



scr sk sl



scr sk sl



scr sk sl



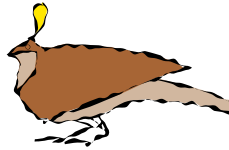
scr sk sl



sn sm qu



sn sm qu



sn sm qu



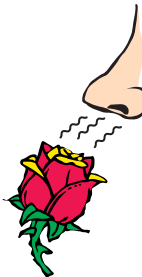
sn sm qu



sn sm qu



sn sm qu



sn sm qu

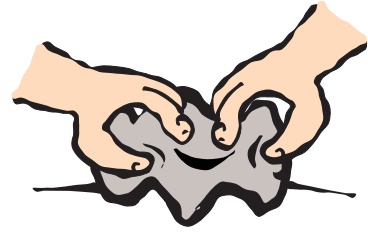


sn sm qu

LESSON 121

Review: Digraph ay, ey

āy



clay



honey

ēy

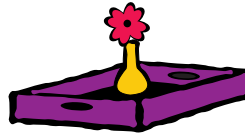
1 Put a circle around the pictures that have the sound of ay as in pay.



hay



honey



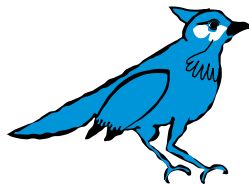
tray



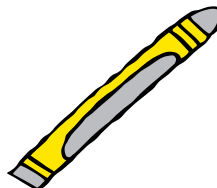
x-ray



pray



jay



gray

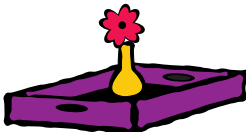


key

2 Put a square around the pictures that have the sound of **ey** as in **key**.



3 Draw a line from the word to the picture it matches.



tray
 honey
 money
 pray
 monkey



6 Choose the correct word to complete the sentence.

1. We go to church and _____
 each Sunday.

pray
 bray

2. Fay put the _____ on the desk.

tray
 trip

3. A _____ lives in the barn.

donkey
 cougar

4. The _____ does not fit in the lock.

key
 Kay

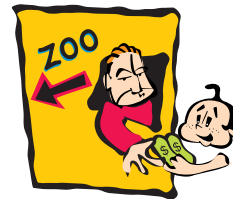
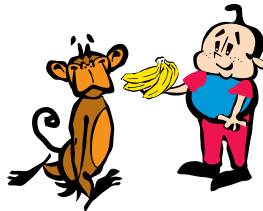
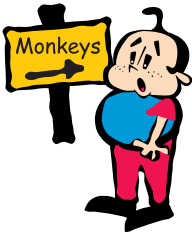
5. We saw the bees make _____.

honey
 monkey

6. Our dog will _____ if we do not
 tie him to his house.

stray
 clay

7 Look at the pictures. Put 1 under the one that happens first;
 2 under the next one; and 3 under the one that would happen last.



LESSON 121

Review: Digraph ay, ey

8 Put the words in alphabetical order.

chair

monkey

dock

frog

1.

3.

2.

4.

9 Draw a line from the picture to the sentence it matches. Underline all the words with **ay** or **ey** in them.

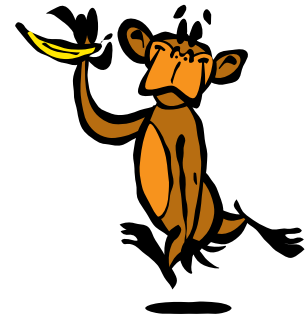
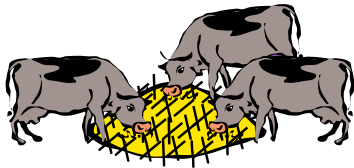
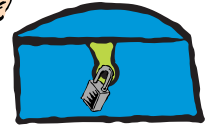


They cut the hay for the cows to eat.

The jay in our tree is making a nest.

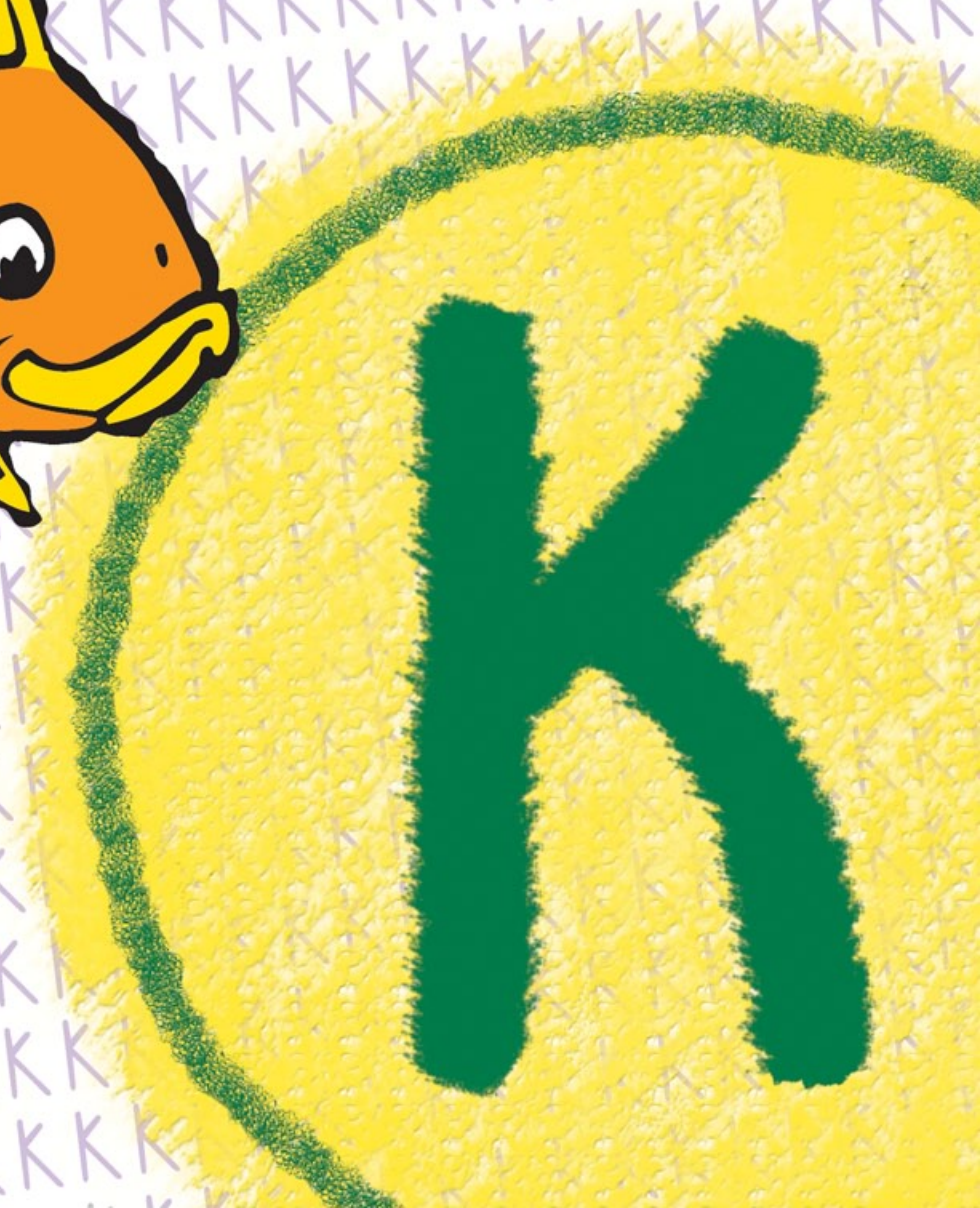
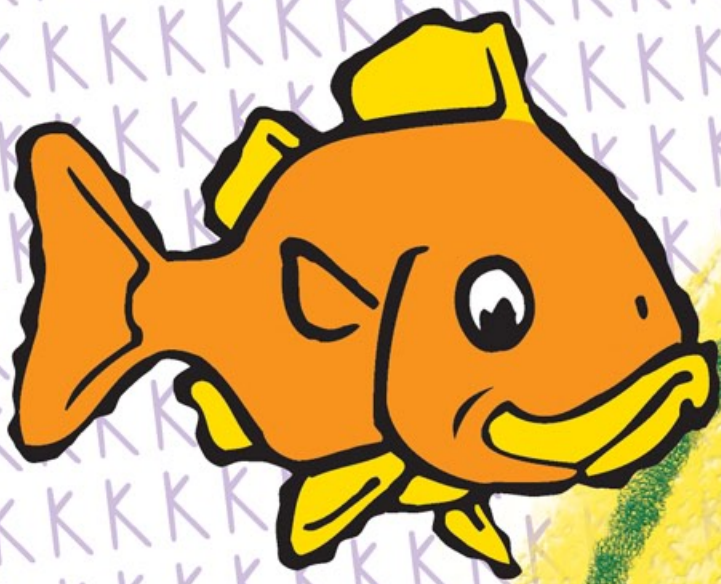
There is a big monkey at the zoo.

Mike lost the key to his trunk.



Horizons

Phonics and Reading



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

Lesson 1 - Short a

Overview:

- Introduce the alphabet through the Alphabet Story
- Use child's name to emphasize the importance of letters in forming words
- Learn to follow directions for marking pictures
- Introduce the letter **a**—its name, sound, and shape—through pictures
- Identify words that begin with the sound of **a**
- Print both capital and lower-case **a**

Materials and Supplies:

- Teacher's Guide & Student Workbook
- Alphabet Story (page 147)
- White board
- Alphabet flow-chart
- Reader 1: *Ann's Cat*

Teaching Tips:

Introduce and demonstrate the words **top**, **bottom**, **left**, **right**, **circle** and **x**; paper **top to bottom**, **left to right**.

Emphasize auditory skills for correct reproduction of letter sounds. Identify child's hand preference, proper position of holding a pencil, and proper position of holding hands on the paper.

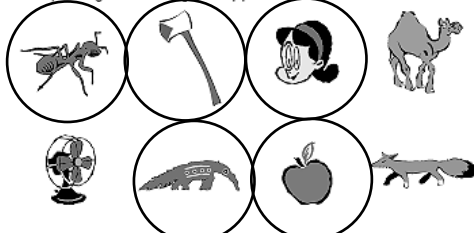
Introduction to Workbook Activities:

Read the alphabet story on page 147 and explain the need for letters to make words. Explain how letters are used to make names. The alphabet is necessary in learning to read.


Each day recite the alphabet through all 26 letters. The emphasis is on the letter name rather than sequence. Recognition of both capital and lower-case letters is more important at this time.

LESSON 1
Letter a

① Put a circle around the pictures that start with the sound of **a** as in Andy Alligator eating an apple.




② Look at the pictures of words with the sound of short **a** in the middle of the word. Say the words.



Māx fān bǎt mǎd

③ Underline the short **a** in the middle of the word. Say the sound of short **a** as in Andy Alligator.



bǎt dǎd pǎn rǎn

2

Discuss **Rule 1**: Every word must have a vowel in it. Discuss **Rule 2**: If there is only one vowel in a word, it is usually used as a short-vowel sound. Teach the letter **a**—the recognition of the letter, its name, its sound, and its printed form. Study the pictures used to identify the short sound of the letter **a**.

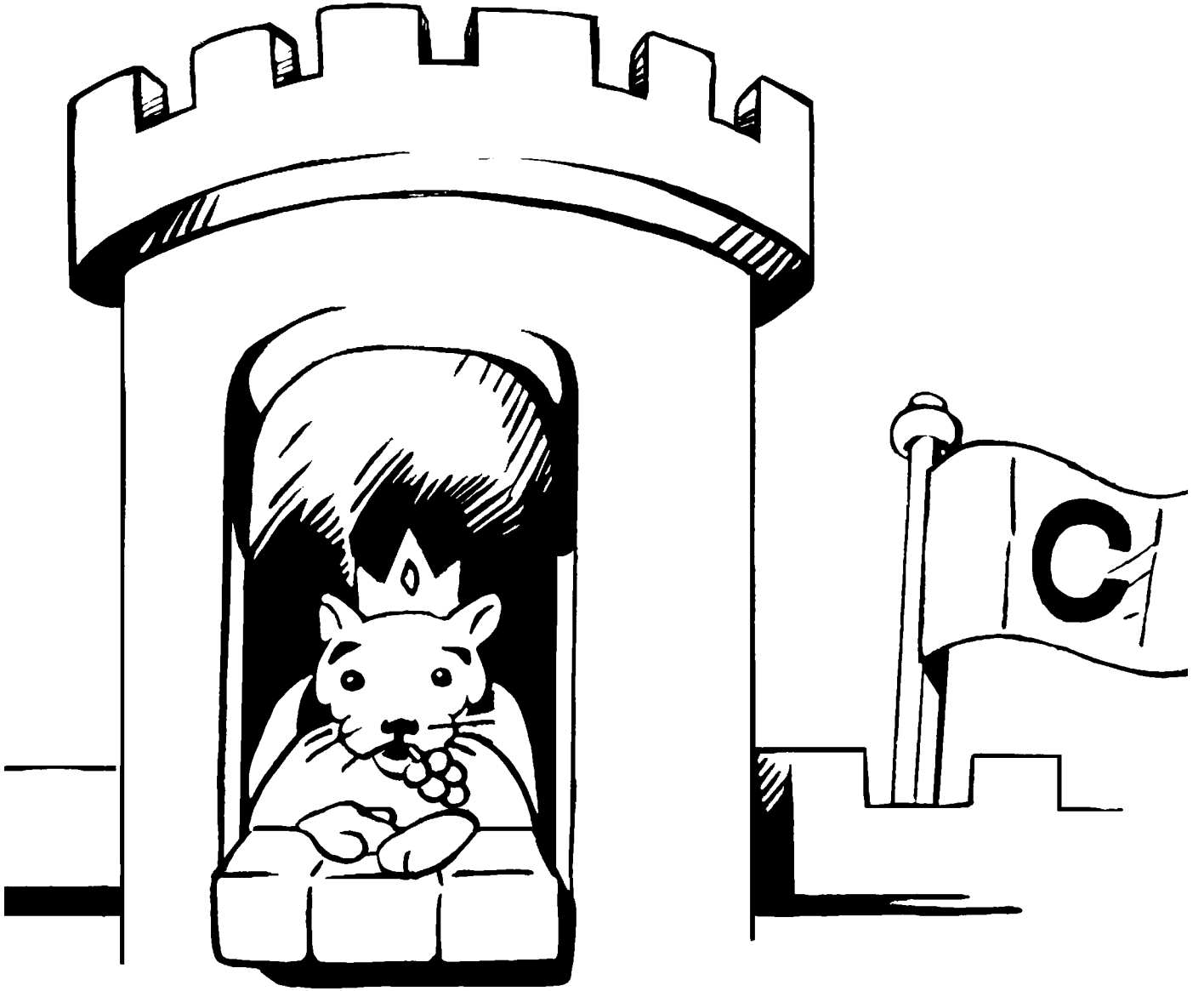
Pictures: **apple, add, alligator, astronaut, anteater**

Emphasize the short **a** sound, and have the child imitate as a single sound and as it is used at the beginning of each of the picture words.

Lines on the board should be noted as **top**, **middle**, and **bottom**. Point out the starting and ending lines for the letter **a**.

Activity 1. Do these activities together. Have the student recognize the pictures and repeat so the beginning sound is distinct. Student will put a circle around the pictures that start with the sound of **a**.

Pictures: **ant, ax, Ann, camel fan, anteater, apple, fox**



Lesson 54 - Review Short Vowels & Review Silent e:

a e; i e; o e

Overview:

- Review silent **e**: **a e, i e, o e**
- Review short vowels
- Comprehension: Choice of sentences to match picture
- Review rhyming words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 2: *Dopey's Home*

Teaching Tips:

Review the Vowel Rule and the Silent **e** Rule. Use the white board with a list of words with all of the short vowels. Have the student read the words. Then use the same words and have the student put a silent **e** on the word. Encourage him to pronounce the words, even though some may be make-up words. Use the white board to reinforce rhyming word activities.

Activity 1. Have the student read the words aloud. Then have him put a circle around the words that have a short **a** sound as in **pan**.

Words: **cap, map, sat, dip, brag, chin**
lid, bed, nap, kit, clap, flap

LESSON 54
 Review: Silent e; a, i, o.

1 Put a circle around the words that have a short **a** sound, as in **pan**.

cap map sat dip brag chin
 lid bed nap kit clap flap

2 Put a circle around the words that have a short **o** sound, as in **dog**.

drip God fun tot clam rob
 hop dot log bun hog pen

3 Put a circle around the words that have a short **i** sound, as in **fit**.

hid hip cap bit cot red
 jog bib rip dig lip rim

4 Draw a line from the word to the picture it matches.

Activity 2. Have the student put a circle around the words that have a short **o** sound as in **dog**.

Words: **drip, God, fun, tot, clam, rob**
hop, dot, log, bun, hog, pen

Activity 3. Put a circle around all the words that have short **i** sound, as in **fit**.

Words: **hid, hip, cap, bit, cot, red**
jog, bib, rip, dig, lip, rim

Activity 4. Study the words and pictures together. Have the student draw a line from the word to the picture it matches.

Pictures: **grape, pole, game, vase**

Activity 5. Together with your student, review the words with short vowels. Student will put a silent **e** at the end of all the words and pronounce both sets of words. The student will mark the first vowel with a straight line, and cross out the silent **e**. Read the words again and put a circle around those that have a long **a** sound.

Words: **cane, made, bite**
cape, time, fine
dime, hope, robe

Activity 6. Review the rhyming rules. Read the words in the word bank together. Have the student print the words from the word bank on the lines next to the word that rhymes with it.

spank/**bank, drank, crank**
 spin/**thin, chin, win**
 spot/**dot, rot, hot**
 spill/**mill, fill, hill**

Activity 7. Read the words together. Student will put a silent **e** at the end of all the words and pronounce both sets of words. The student will mark the first vowel with a straight line, and cross out the silent **e**. Read the words again and put a circle around those that have a long **i** sound.

Words: **tape, hide, rate**
pipe, kite, ride
bite, code, fine

Activity 8. Study the pictures together and read each set of sentences. Discuss the meaning for vocabulary development and comprehension. Have the student choose and underline the sentence that matches the picture.

Five men slip in the mud.
 Five men sip punch.
 Jane has a game on the cot.
Sam will rest on the cot.
 The dog has a big spoke.
The dog has a big bone.
I like to ride a bike.
 The milk is white.

LESSON 54
Review: Silent e; a, i, o

① Put a silent e at the end of all the short vowel words. Mark the first vowel with a straight line and cross out the silent e. Read the words and put a circle around those that have a long a sound.

cānē māde bītē
 cāpē Tīmē finē
 dīmē hōpē rōbē

② Write the rhyming words from the word bank on the lines below.

mill	thin	fill	hot	bank	chin
dot	crank	rot	hill	win	drank

spank bank drank crank
 spin thin chin win
 spot dot rot hot
 spill mill fill hill


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LESSON 54
Review: Silent e; a, i, o


① Put a silent e at the end of all the short vowel words. Mark the first vowel with a straight line and cross out the silent e. Read the words and put a circle around those that have a long i sound.

tāpē hīde rāte
 pīpē kītē rīde
 bītē cōde finē


② Look at the sentences below. Underline the correct sentence to match the picture.




Five men slip in the mud.
 Five men sip punch.



Jane has a game on the cot.
 Sam will rest on the cot.



The dog has a big spoke.
 The dog has a big bone.



I like to ride a bike.
 The milk is white.

255

Lesson 75 - Consonant Blend: sm

Overview:

- Review beginning consonant blends studied so far
- Introduce beginning consonant blend **sm**
- Alphabetical order

Materials and Supplies:

- Teacher's Guide & Student Workbook
- Alphabet flow-chart
- White board
- Reader 2: *Smell the Roses*

Teaching Tips:

Review consonant blends used at the beginning of a word. Use the white board to present the new beginning blend **sm** with both long and short vowels.

Activity 1. Study the pictures and discuss their meaning. Have the student put a circle around each picture that starts with the sound **sm**.

Pictures: **smelt, smash, smile, small, spell, smoke, grass, smudge**

Activity 2 & 3. Practice printing **Sm** with a capital **S** and then with a lower case **s**.

Activity 4. Read the words together. Study the pictures and discuss the meaning. Introduce the word **Mr.** Have the student draw a line from the word to the picture it matches.

Pictures: **smock, Mr. Smith, smelt, smell, smash**

Activity 5. Read the words together. Use the alphabet flow-chart to have the student locate the correct placement of each word. The student will print the words in alphabetical order in the workbook.

LESSON 75
Consonant Blend **sm**

The consonant blend **sm** is used at the beginning of a word. The **sm** makes the sound we hear at the beginning of **smell**.

1 Put a circle around each picture that starts with the sound **sm**.

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LESSON 75
Consonant Blend **sm**

2 Practice printing **Sm** with a capital **S**.

3 Practice printing **sm** with a lower case **s**.

4 Draw a line from the word to the picture it matches.

5 Print the words in alphabetical order.

van nail ant

1. ant 2. nail 3. van

tent wish cat

1. cat 2. tent 3. wish

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Words: **ant, cat, nail, tent, van, wish**

Activity 6. Read the sentences together. Have the student draw a line from the picture to match the sentence. Underline the words that begin with **sm**.

Pictures: **Did Jim smash the van?**
Mr. Smith got a smack on the lips.
A smelt is a fish.
Beth can smell the rose.

Activity 7. Read the words together. Review the rhyming process. Have the student spell the words that rhyme with the first word in the column.

smash/**crash, flash**
smack/**crack, snack**
smog/**fog, log**
smell/**well, spell**

Activity 8. Read the sentence together. Discuss who is talking and where the quotation marks go. Have the student print the sentences and put quotation marks around the talking words.

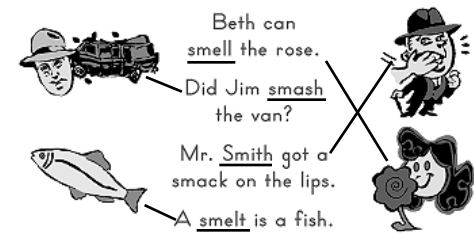
Mr. Smith said, ["I can have a snack for lunch.["
["I want a smelt for my lunch,[" said Tim.

Activity 9. Study the pictures and discuss the beginning sound. Have the student spell the words below the pictures.

Pictures: **spell, smell, smoke**

LESSON 75
Consonant Blend **sm**

6 Read the sentences. Draw a line from the picture to match the sentence. Underline the words that begin with **sm**.



Beth can smell the rose.
Did Jim smash the van?
Mr. Smith got a smack on the lips.
A smelt is a fish.

7 Spell the words that rhyme.

crash	snack	fog	crack
spell	log	well	flash

smash crash flash
smack crack snack
smog fog log
smell well spell


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LESSON 75
Consonant Blend **sm**

8 Print the following sentences and put the quotation (" ") marks that show who is talking.

Mr. Smith said, I can have a snack for lunch.
Mr. Smith said, "I can have a snack for lunch."
I want a smelt for my lunch, said Tim.
"I want a smelt for my lunch," said Tim.

9 Spell the words below the pictures.



spell smell smoke

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Activity 2. Practice printing **Scr** with a capital **S**.

Activity 3. Practice printing **scr** with a lower case **s**.

Activities 4. Read the words and discuss their meanings. Have the student draw a line from the word to the picture it matches.

Pictures: **scratch, scrap, scrub, scam**

Activity 5. Read the sentences together. Have the student write **yes** or **no** to the following questions.

1. Can a man scruff? (**no**)
2. Can you scrub a smell? (**no**)
3. Can you scratch your scalp? (**yes**)
4. Can you scrub a van? (**yes**)

Activity 6. Review the placement of quotation marks. Have the student print the following sentences and put the quotation marks that show who is talking.

1. Jack said, ["I can scrub the van.["
2. ["Pick up that scrap,[" said Mom.

Activity 7. Spell the words below the pictures by putting in the beginning sounds.

Pictures: **script, scrap, scam**

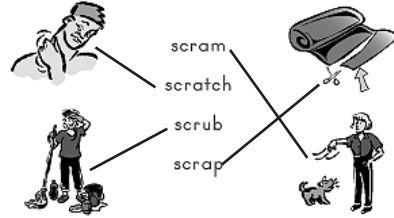
2 Practice printing **Scr** with a capital **S**.

Scr

3 Practice printing **scr** with lower case letters.

scr

4 Draw a line from the word to the picture it matches.



5 Write yes or no to the following questions.

Can a man scruff?

Can you scrub a smell?

no

no

Can you scratch your scalp?

Can you scrub a van?

yes

yes

6 Print the following sentences and add quotation marks to show what is being said.

Jack said, I can scrub the van.

Jack said, "I can scrub the van."

Pick up that scrap, said Mom.

"Pick up that scrap," said Mom.

7 Spell the words below the pictures by writing in the beginning sounds.



script

scrap

scam

Lesson 138 - Review:

Letter y; Digraphs ay, ey;

Diphthongs oy, oi

Overview

- Review letter **y** with both sounds of long **i** and **e**; digraphs **ay, ey**; diphthongs **oy, oi**
- Spelling/Rhyming
- Sentence completion
- Printing

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 4: *The Muddy Pond*

Teaching Tips:

As in all review lessons, go over the pictures and the possible words to accompany the picture. Review the digraphs and diphthongs. Encourage the student to work as independently as possible.

Activity 1. Spell the words under the pictures by choosing the correct digraph or diphthong sound.

Pictures: **fly, joy, toy**
pray, tray, sky

Activity 2. Print the sentence using your name.

(**Student's name**) is happy when reading a schoolbook.

Activity 3. Spell the words under the pictures by choosing the correct digraph or diphthong sound.


Pictures: **coil, monkey, play**
key, foil, gray

Activity 4. Read one word from each of the rows and have the student put a circle around the correct word in each row.


Words: **funny, baby, bunny,**

LESSON 138
Review: Letter y; long i & e

1 Spell the words under the pictures by choosing the correct digraph or diphthong sound. Choices: y ay oy



fly joy toy



pray tray sky


2 Print the sentence using your name.

_____ is happy when reading a schoolbook.

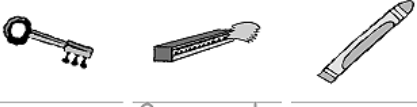
668

LESSON 138
Review: Letter y; long i & e

3 Spell the words under the pictures by choosing the correct digraph or diphthong sound. Choices: oi ey ay



coil monkey play



key foil gray

4 Circle the words your teacher reads.

1.	funny	baby	bunny
2.	enjoy	Troy	boy
3.	play	dandy	stay
4.	boil	broil	key
5.	foxy	fussy	tricky

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enjoy, Troy, boy,
play, dandy, stay,
boil, broil, key
foxy, fussy, tricky