

Horizons

Phonics and Reading

K

Teacher's Guide 1
Lessons 1–40

Author: Pollyann O'Brien, M.A.

Editor: Alan L. Christopherson, M.S.

Alpha Omega Publications, Inc. • Rock Rapids, IA

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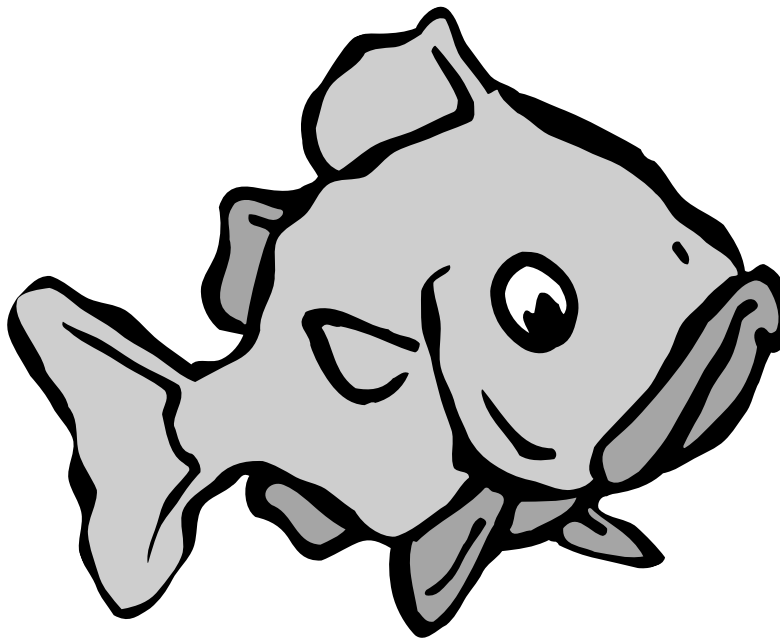
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Printed in the United States of America

ISBN 978-0-7403-0146-9

Table of Contents

Introduction	5
Curriculum Overview	9
Reading: The First Chapter In Education	11
Scope & Sequence	15
Teacher's Lessons	39
Alphabet Story	151
Alphabet Poem	153
Reproducible Illustrations for Alphabet Poem and Alphabet Story	155



Lesson 21 - Letter j

Overview:

- Review the names and sounds for the alphabet letters that have been studied
- Introduce the consonant **j**—its name, sound, and shape

Materials and Supplies:

- Teacher's Guide & Student Workbook
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Flashcards
- Reader 1: *The Jack-in-the-Box*

Teaching Tips:

No word in the American language ends with the letter **j**. The sound of **j** heard in the word "**judge**" will be taught later.

Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Review the alphabet. Introduce the letter **j**—its name, sound, and shape. Have the student recognize the pictures and repeat the word so the beginning sound is distinct. Study the pictures used to identify the consonant sound of **j**.

Pictures: **jam, juice, jet, jack-in-the-box, jacket**

LESSON 21
Letter j

1 Review the alphabet.

2 Practice printing the capital J and lowercase j on the lines below.

3 Put a circle around the picture that starts with the sound of j.
Write the letter under each picture that starts with the sound of j.

4 Read the words that start with the consonant j. Then print them on the lines below.

Activities 1 & 2. Review the alphabet.

Discuss the beginning and the formation of the letter **j**. Have the students follow the directional clues. Practice printing the capital **J** and the lowercase **j**. Be sure to indicate that the lowercase **j** goes below the bottom line and has a dot above it.

Activity 3. Identify the pictures so the sound of **j** is distinct. Student will put a circle around the pictures that start with the sound of **j**. Print the letter **j** under each picture with that sound.

Words: **jug, jar, jack-in-the-box, jump**

Activity 4. Read the words that start with the consonant **j** and print them on the lines below.

Words: **Jill, jig, job**

Activity 5. Draw a line from the picture to the word it matches.

Pictures: **jacket, jack-in-the-box, jump, jelly, job**

Activity 6. Read the words in the word bank together and discuss the meaning of each. Read the sentences together and try the various words for each blank.

Sentences: **(Jack)** can run a lot.
Can Jon **(jog)** to the pond?
Did Meg get a **(job)**?

Activity 7. Read the sentences together. Draw a line to the picture that tells about the sentence.

Pictures: **Jill sat on a cot.**
Jack can jig.
The jug is in the mud.
Jim had a big job.

Activity 8. On the white board, have the student practice printing the letter **j** with all the vowels. Make use of the flashcards in conjunction with a game activity of having the student print letters. Identify all the pictures so the beginning consonant/vowel sounds are distinct. Put a circle around the picture that starts with the given sound. Print the given sound under the circled picture.

Words:

gift jacket jacks jam
Jen jet Jed jelly

LESSON 21
Letter J

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

2 Look at the words in the word bank. Print the words in the blank so the sentence is correct.

job Jack jog

1. Jack can run a lot.

2. Can Jon jog to the pond?

3. Did Meg get a job?

97

LESSON 21
Letter J

1 Read the sentences. Draw a line to the picture that tells about the sentence.

The jug is in the mud.
Jim had a big job.
Jill sat on a cot.
Jack can jig.

2 Put a circle around the picture that starts with the given sound. Print the given sound under the circled picture.

ja

ja ja ja

je or Je je je or Je je

98

Activity 9. Have the student circle the picture that starts with the given sound.
Print the given sound under the circled picture.

Words:

Jill	Jim	Bill	jig
jog	dot	jot	Jon
gull	jug	jump	junk

Activity 10. Spell the words to match the pictures.

Pictures: **jog, junk, jet**
jug, jam, jump

Activity 11. Practice printing the following words and phrases.

Words: **jet, job, Jack**
Phrases: **a jug in the mud**
a bell on a jet

LESSON 21
Letter **j**

Put a circle around the picture that starts with the given sound.
Print the given sound under the circled picture.

Ji Ji ji

jo jo Ji

ju ju ju

99

LESSON 21
Letter **j**

Spell the words to match the pictures.

jog junk jet

jug jam jump

Practice printing the following words and phrases.

jet job Jack

jet job Jack

a jug in the mud

a jug in the mud

a bell on a jet

a bell on a jet

100

Lesson 22 - Letter v

Overview:

- Review the names and sounds for the alphabet studied
- Review the Vowel Rule
- Introduce the letter **v**—its name, sound, and shape

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Flashcards
- Reader 1: *The Vests*

Teaching Tips:

Encourage the student to read words and sentences silently at first. Try to make it a puzzle or game to figure out the answers. Keep an enthusiastic attitude at all times.

Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Review the alphabet. Introduce the letter **v**—its name, sound, and shape. Point out that the **v** has a sharp point at the bottom in contrast to the curved **u**. Have the students recognize the pictures and repeat the word so the beginning sound is distinct. Study the pictures used to identify the consonant sound of **v**.

Pictures: **vest, veil, volcano, vacuum, vet, van**

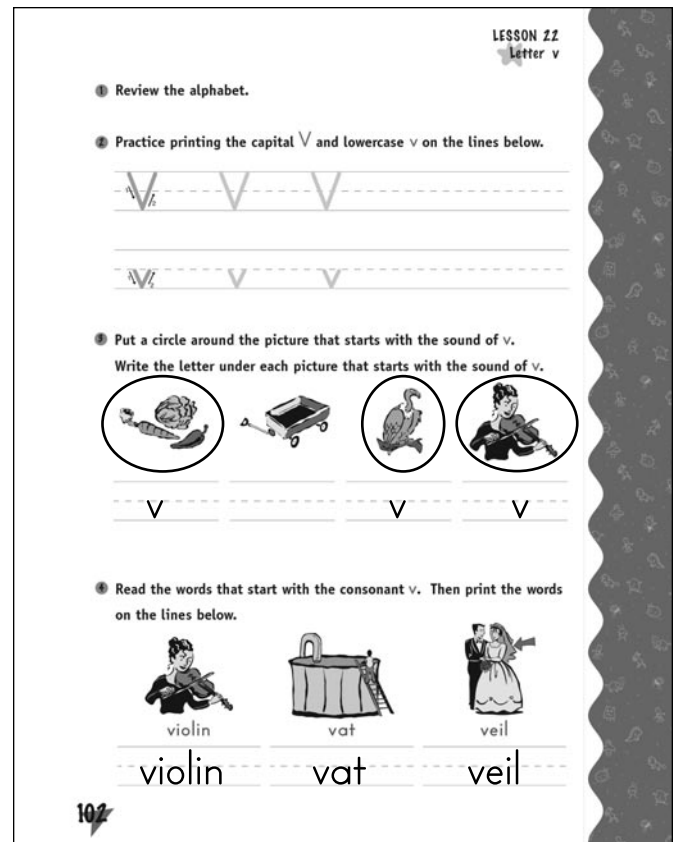
LESSON 22
Letter v

1 Review the alphabet.

2 Practice printing the capital V and lowercase v on the lines below.

3 Put a circle around the picture that starts with the sound of v.
Write the letter under each picture that starts with the sound of v.

4 Read the words that start with the consonant v. Then print the words on the lines below.



violin vat veil

violin vat veil

102

Activities 1 & 2. Review the alphabet. Discuss the formation of the letter **v**—its beginning and sharp point at the bottom. Practice printing the capital **V** and lowercase **v** on the lines below.

Activity 3. Identify the pictures so the sound of **v** is distinct. Monitor it closely so there is not the sound of **b** in its place. Student will put a circle around the pictures that start with the sound of **v**. Print the letter under each picture with that sound.

Pictures: **vegetables, wagon, culture, violin**

Activity 4. Discuss the words and the pictures. Indicate that some of the vowels cannot use the short vowel sound. Have the student read the words under the pictures. Then print the entire word on the lines below.

Activity 5. Spell the words to match the pictures.

Pictures: **vest, van, vet**

Activity 6. Draw a line from the picture to the word it matches.

Pictures: **tub, vet, van, vest**

Activity 7. Encourage the student to read each sentence silently, then discuss it with you. Read the sentences aloud. Draw a line to the picture that tells about the sentence. Underline words that begin with the letter **v**.


Pictures: **Jim has a vine.**
Dad has a tan van.
The man had a red vest.
The vet had a cat.

Activity 8. On the board have the student practice printing the letter **v** with the **a, e, i, o,** and **u** vowel sounds. In the workbook, the student will put a circle around each word that starts like the given beginning letters. Print the word on the lines below the picture.

Pictures: **van, sat, vat**
vest, jet, vet
visor, vinegar, village
volume, volcano, vulture

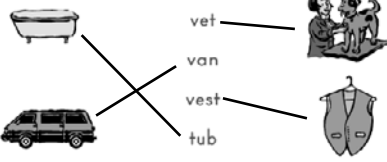
LESSON 22
Letter **v**

1 Spell the word to match the pictures.



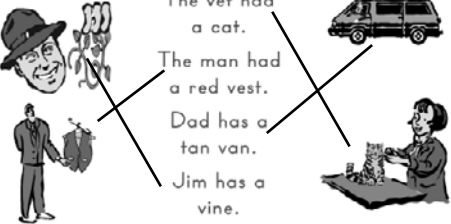
vest van vet

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



vet
van
vest
tub

3 Read the sentences. Draw a line to the picture that tells about the sentence. Underline the words that begin with the letter **v**.

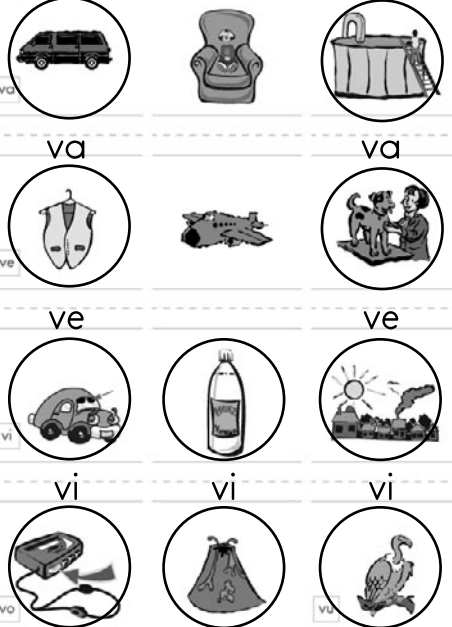


The vet had a cat.
The man had a red vest.
Dad has a tan van.
Jim has a vine.

103

LESSON 22
Letter **v**

1 Put a circle around the picture that starts with the given sound. Print the given sound under the circled picture.



va va va

ve ve ve

vi vi vi

vo vo vu

104

Activity 9. Read the words in the word bank together and discuss the meaning of each. Read the sentences together and try the various words for each blank.

Sentences: The (**vet**) had a pet.
 Meg has a (**violin**) lesson.
 Jon has a red (**vest**).

Activity 10. Practice printing the following phrases.

Phrases: **a vet can pet**
a van in the sand
the best vest

Activity 11. Practice printing the following words.

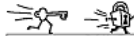
Words: **quit hip quilt**
quill quest pill
pat quiet quack

Activity 12. Spell the words to match the pictures.

Pictures: **quick, quilt, cap**
quill, quack, pup

LESSON 22
 Letter v

Look at the words in the word bank. Print the words in the blank so the sentence is correct.




violin vet vest

1. The vet had a pet dog.

2. Meg has a violin lesson.

3. Jon has a red vest.



Practice printing the following phrases.

a vet can pet

a vet can pet

a van in the sand

a van in the sand

the best vest

the best vest

105

LESSON 22
 Letter v

Practice printing the following words.

quit hip quilt

quit hip quilt



quill quest pill

quill quest pill




pat quiet quack

pat quiet quack




Spell the word from the word bank to match the picture.

quick quill cap pup quack quilt

quick quilt cap

quill quack pup

106

Lesson 23 - Letter w

Overview:

- Review the names and sounds for the alphabet studied
- Review the Vowel Rules
- Introduce the letter **w**

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Flashcards
- Reader 1: *The Big Wig*

Teaching Tips:

- Introduce the consonant **w**—its name, sound, and shape
- Use flashcards as a tool for review.

Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Review the alphabet. Introduce the letter **w**—its name, sound, and shape. Have the students recognize the pictures and repeat the word so the beginning sound is distinct. Study the pictures used to identify the consonant sound of **w**.









Pictures: **watch, wagon, wigwam, web, waffle, watermelon**

LESSON 23
Letter w

1 Review the alphabet.

2 Practice printing the capital **W** and lowercase **w** on the lines below.

3 Put a circle around the picture that has the sound of **w** at the beginning. Write the letter **w** under each word that has the **w** sound.

			
watch	worm	wig	waffle
W	W	W	W
			
wishbone	wall	wink	windmill
W	W	W	W

108

Activities 1 & 2. Review the alphabet, then discuss the beginning and the formation of the letter **w**. Have the students follow the numbers for directional clues. Print the capital **W** and lowercase letter **w**.

Activity 3. Discuss and identify the pictures so the sound of **w** is distinct. Student will circle the pictures that start with the sound of **w**. Print the letter under each word that has the **w** sound.

Pictures: **watch, worm, wig, waffle**
wishbone, wall, wink, windmill

Activity 4. Use the white board to have the student printing the make-up words for practice. Have the student read the words.

Make-up Words: **wib, wem, wum, wid**

Activity 5. Read the sentences below. Draw a line from the picture to the sentence it matches.

Pictures: **Jan has a red wig.**
The window is up.
Jim sat in a wigwam.
Mom fed us a watermelon.

Activity 6. Read the funny question sentences together. Discuss the possibility and the probable answer then draw a line from the picture to the sentence it matches.

Sentences: **Is the walrus in the water?**
Is a worm big and fat?
Can a windmill jog?
Did Jon win a waffle?

Activity 7. Read the words together. Have the student draw a line from the picture to the word it matches.

Pictures: **watermelon, window, wishbone, web, walrus**

Activity 8. Read the words together that start with the consonant **w**, then print the words on the lines below.

Words: **woman, wag, well, web**

LESSON 23
Letter **w**

4 Read the make-up words.
wib wem wum wid

5 Read the sentences. Draw a line to the picture that tells about the sentence.
 Mom fed us a watermelon.
 Jan has a red wig.
 The window is up.
 Jim sat in a wigwam.

6 Read the funny question sentences. Draw a line from the picture to the sentence it matches.
 Is the walrus in the water?
 Is a worm big and fat?
 Can a windmill jog?
 Did Don win a waffle?

109

LESSON 23
Letter **w**

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

web
walrus
window
watermelon
wishbone

8 Read the words that start with the consonant **w**. Then print the words on the lines below.

woman wag
 woman wag
 well web
 well web

110

Activity 9. Read the words in the word bank together and discuss the meaning of each. Read the sentences and try the various words for each blank. Print the words in the blanks to complete each sentence.

Sentences: The (**wigwam**) is on a hill.
 Dad had a red (**watermelon**).
 The (**walrus**) sat in the sand.
 Will you get a red (**wig**)?

Activity 10. Use the white board to have the spelling words practiced. Then spell the words in the workbook.





Words: **web, wet, wig**

Activity 11. Have the student read and then print the following sentences. Be sure to use a capital letter on the first word and a period or question mark at the end.

Sentences: **The pup can wag.**
Jill has a wig.
Can you jog with Will and Sam?
Is it red wax?


LESSON 23
Letter w


Look at the words in the word bank. Print the words in the blank so the sentence is correct.




1. The wigwam is on a hill.

2. Dad had a red watermelon.

3. The walrus sat in the sand. 

4. Will you get a red wig? 

Spell the words to match the pictures.

web wet wig

111

LESSON 23
Letter w

Print the following sentences. Be sure to use a capital letter on the first word of the sentence and a period or question mark at the end.

1. The pup can wag.
The pup can wag.

2. Jill has a wig.
Jill has a wig.

3. Can you jog with Will and Sam?
Can you jog with
Will and Sam?

4. Is it red wax?
Is it red wax?

112

Lesson 24 - Letter y

Overview:

- Review the names and sounds for the alphabet studied
- Review the Vowel Rules
- Introduce the letter **y**—its name, sound, and shape
- Review of question sentences

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Flashcards
- Reader 1: *The Yo-Yo*

Teaching Tips:

Introduce the consonant **y**. Explain that **y** can also be used as a vowel. Example: In the word **by** the letter **y** replaces the regular vowel **i** with the long sound. This will be discussed in more detail in a later lesson.

Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Review the alphabet. Introduce the letter **y**—its name, sound, and shape. Have the student recognize the pictures and repeat the word so the beginning sound is distinct. Study the pictures used to identify the sound of the **y** as it is used as a consonant.

Pictures: **yellow, yawn, year, yell, yo-yo, yak**

LESSON 24
Letter y


1 Review the alphabet.

2 Practice printing the capital Y and lower case y on the lines below.

3 Read the words that start with the consonant y. Print the words on the lines below.

4 Read the funny question sentences. Draw a line from the picture to the sentence it matches.

Can a yak yell?
Is a cat yellow?
Can you nod for yes?
Is it a fat yardstick?



Activities 1 & 2. Review the alphabet. Practice printing the capital **Y** and lowercase **y** on the lines below. Have the students take note that the tail of the lowercase **y** extends below the line.

Activity 3. Read the words that start with the consonant **y**. Print the words on the lines below.

Words: **yak, yes, yellow**
yard, yarn, yell

Activity 4. Read the funny question sentences. Discuss the meaning of the sentence and the possibility of the answer.

Sentences: **Can a yak yell?**
Is a cat yellow?
Can you nod for yes?
Is it a fat yardstick?

Activity 5. Identify the pictures so the sound of **y** is distinct. Student will circle the pictures that start with the sound of **y**. Print the letter **y** under each picture that begins with the sound of **y**.

Pictures: **yard, yo-yo, yarn, yell**

Activity 6. Read the words together. Draw a line from the picture to the word it matches.

Pictures: **yams, yardstick, yarn, year, yellow**

Activity 7. Read the sentences.

Sentences: **Mom has yarn to fix a cap.**
A yak is in the pen.
Jan fed us yams.
Jon has a yellow yo-yo.

Activity 8. Read the words in the word bank together and discuss the meaning of each. Read the sentences together and try the various words for each blank. Print the words in the blanks to complete each sentence.

Sentences: Can you buy a (**yellow**) yo-yo?
 Dan had a cap of (**yarn**).
 The (**yak**) is very big.
 Jim can nod (**yes**). Can you?

Activity 9. Spell the words to match the pictures.

Pictures: **up, yak, vet, yell**

Activity 10. Use the white board to have the student practice printing the make-up words. Read the words.

Make-up Words: **yad, yub, yef, yog**

LESSON 24
Letter y

Put a circle around the picture that has the sound of **y** at the beginning. Write the letter **y** under each picture that starts with the sound of **y**.

y y y y

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

Read the sentences below.

Mom has yarn to fix a cap.
 A yak is in the pen.
 Jan fed us yams.
 Jon has a yellow yo-yo.

115

LESSON 24
Letter y

Look at the words in the word bank. Print the words in the blank so the sentence is correct.

yarn yellow yak yes

1. Can you buy a yellow yo-yo?

2. Dan had a cap of yarn.

3. The yak is very big.

4. Jim can nod yes. Can you?

Spell the words to match the pictures.

up yak vet yell

Read the make-up words.

yad yub yef yog

116

Lesson 25 - Letter z

Overview:

- Review the names and sounds for the alphabet studied
- Review vowels and Vowel Rule
- Introduce the letter **z**—its name, sound, and shape

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Flashcards
- Reader 1: *The Zoo*

Teaching Tips:

Make note of the **z** at the beginning of a word and **zz** used at the end of a word.


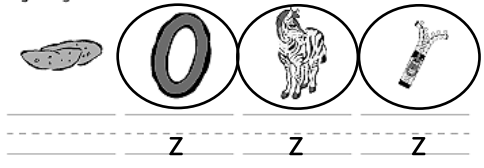
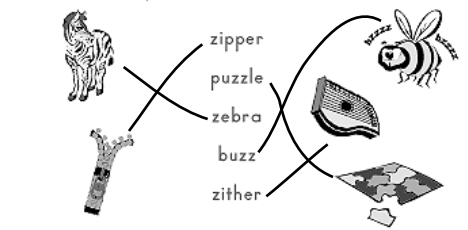
Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.

Review the alphabet. Introduce the letter **z**—the name, sound, and shape. Make note of the sharp points on the letter so it is not reversed or confused with the letter **s**. Have the students recognize the pictures and repeat so the beginning so the sound is distinct. Study the pictures used to identify the consonant sound of **z**.

Pictures: **zebra, zoo, zipper, zither, zero**

LESSON 25
Letter z

- 1 Review the alphabet.
- 2 Practice printing the capital Z and lower case z on the lines below.

- 3 Put a circle around the picture that has the sound of z at the beginning. Write the letter z under each word that has the z sound.

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


118

Activities 1 & 2. Review the alphabet.

Discuss the beginning and the formation of the letter **z**. Be sure the student prints the letter **z** with sharp points and starts from left to right to avoid reversals. Print the capital **Z** and lowercase letter **z**.

Activity 3. Identify the pictures so the sound of **z** is distinct. The student will put a circle around the pictures that start with the sound of **z**. Print the letter **z** under the picture with that sound.

Pictures: **yam, zero, zebra, zipper**

Activity 4. Identify the pictures so the sound of **z** is distinct. Draw a line from the picture to the word it matches.

Pictures: **zebra, buzz, zipper, zither, puzzle**

Activity 5. Have the student read the sentences silently and answer comprehension questions about each one. Then have them read the sentences aloud. Underline the words beginning with the letter **z**.

Sentences: **Dan went to the zoo.**
The zipper is bad.
The zebra had a pen at the zoo.
Tom has a zither.

Activity 6. Read the make-up words.

Make-up Words: **zim, zot, zig, zun, zeb**

Activity 7. Read the funny question sentences together.

Sentences: **Can a zebra yawn?**
Is a zipper yellow?
Can a zither run?
Is the zoo big or little?

Activity 8. Underline the words that **end** in the letter **z**. Note that at the end of some words there is a double **z** which does not affect the sound.

Words: **buzz, fuzz, mat, fizz, mess, fez**

Activity 9. Read the words that **start** with the consonant **z**. Print the words on the lines below.

Words: **zoo, zither, zipper**
zebra, zoom, zero
zeppelin, zucchini
zigzag

LESSON 25
Letter z

1 Read the sentences. Underline the words beginning with the letter **z**.

- Dan went to the zoo.
- The zipper is bad.
- The zebra had a pen at the zoo.
- Tom has a zither.

2 Read the make-up words.



zim zot zig zun zeb

3 Read the funny question sentences. Draw a line from the picture to the sentence it matches.

- Can a zebra yawn?
- Is a zipper yellow?
- Can a zither run?
- Is the zoo big or little?

4 Circle the words that end in **z**.










buzz fuzz mat fizz mess fez

119

LESSON 25
Letter z

1 Read the words that start with the consonant **z**. Print the words on the lines below.

 zoo	 zither	 zipper
zoo	zither	zipper
 zebra	 zoom	 zero
zebra	zoom	zero
 zeppelin	 zucchini	
zeppelin	zucchini	
 zigzag		
zigzag		

120

Activity 10. Read the words in the word bank together and discuss the meaning of each. Read the sentences together and try the various words for each blank. Student will print the words in the blanks to make a complete sentence.

Sentences: Jeb went to the (**zoo**).
 The (**zebra**) is not hot.
 Can you zip the (**zipper**)?
 This is a (**zero**).


Activity 11. Practice printing the following phrases.


Phrases: **a little yard for the tot**
a big yak
yellow yarn
a red yo-yo
a zebra at the zoo
zip or a zero
a big zipper


LESSON 25
 Letter z


10 Look at the words in the word bank. Print the words in the blank so the sentence is correct.

zebra zoo zero zip

1. Jeb went to the zoo 

2. The zebra is not hot. 

3. Can you zip the zipper? 

4. This is a zero 

121

LESSON 25
 Letter z

Practice printing the following phrases.

a little yard for the tot
a little yard for the tot

a big yak
a big yak

yellow yarn
yellow yarn

a red yo-yo
a red yo-yo

a zebra at the zoo
a zebra at the zoo

zip or a zero
zip or a zero

a big zipper
a big zipper

122

Lesson 26 - Letter x

Overview:

- Review the names and sounds for the alphabet studied
- Review Vowel Rule
- Introduce the letter **x**—its name, sound, and shape

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Story
- Alphabet Poem
- Alphabet flow chart
- Flashcards
- Reader 1: "The X"

Teaching Tips:

At the end of a word, **x** makes the sound of two blended consonants: **ks**.

Introduction to Workbook Activities:

Review the alphabet story and the alphabet poem. Use the illustrations that go with the letters as flashcards. With daily practice the students will be able to recite the sentences and pronounce the words with the correct initial sounds. The students can color copies of the illustrations for additional reinforcement.


Review the alphabet. Introduce the letter **x**—the name, sound, and shape. Have the students recognize the pictures and become aware that the sound of **x** comes at the end of the word. The student will repeat the words so ending sound is distinct.

Pictures: **box, fox, six, mix, ox**

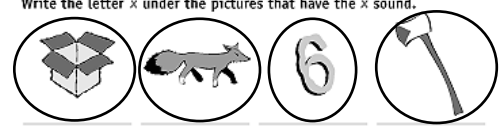
LESSON 26
Letter x

1 Review the alphabet.

2 Practice printing the capital X and lower case x on the lines below.



3 Put a circle around the picture that has the sound of x at the end.
Write the letter x under the pictures that have the x sound.



X X X X

4 Read the make-up words.

nax dix wox jux

124

Activities 1 & 2. Review the alphabet. Discuss the beginning and the formation of the letter **x**. Have the students follow the number for directional clues. Note the difference in size and placement for a capital **X** and a lowercase **x**.

Activity 3. Identify the pictures. Put a circle around the picture that has the sound of **x** at the end of each word. Print an **x** under each picture.

Pictures: **box, fox, six, ax**

Activity 4. Read the make-up words.

Make-up Words: **nax, dix, wox, jux**

Activity 5. Read the sentences together. The student will underline the words ending in the letter **x** and then draw a line to the picture that tells about the sentence.

Pictures: **Max will get six hens.**
The fox is in the den.
Can Mom fix the fan?
Dad can wax the van.

Activity 6. Read the funny sentences. Have the student note the question mark at the end of the sentence. Discuss if the sentence would be true or make-believe. Draw a line from the picture to the sentence it matches.

Pictures: **Can an ox box?**
Can Jack sit on a fox?
Is Max in wax?
Can a fox mix?

Activity 7. Draw a line from the picture to the word it matches.

Pictures: **Max, box, mix, fix, ax, fox, six**

Activity 8. Identify the pictures ending with the consonant **x**. Read the picture words and then print the words on the lines below.

Words: **mix, box, six**

LESSON 26
Letter x

5 Read the sentences. Underline the words ending in the letter x. Draw a line to the picture that tells about the sentence.

Dad can wax the van.
 Can Mom fix the fan?
 Max will get six hens.
 The fox is in the den.

6 Read the funny question sentences. Draw a line from the picture to the sentence it matches.

1. Can an ox box?
2. Can Jack sit on a fox?
3. Is Max in wax?
4. Can a fox mix?

125

LESSON 26
Letter x

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

fox
Max
fix
box
ax
six
mix

8 Read the words that end with the consonant x. Then print the words on the lines below.

mix box six

mix box six

126

Activity 9. Read the words in the word bank together and discuss the meaning of each. Read the sentences together and try the various words for each blank. Student will complete the blanks to make a complete sentence.

Mom has a pan to **(mix)** the milk.

Max has **(six)** pet cats.

Can Dad **(fix)** the mop?

The **(fox)** sat on the hill.

Activity 10. Identify the pictures. Spell the words to match the pictures.

Pictures: **fox, fix, ox**

Activity 11. Practice printing the following phrases.

fix the sox

sit on a box

an ax can hit


a fox in a fix

Max Fox sat on a box


fix the x-ray


LESSON 26
Letter x

● Look at the words in the word bank. Print the words in the blank so the sentence is correct.






1. Mom has a pan to mix the milk.

2. Max has six pet cats. 

3. Can Dad fix the mop? 

4. The fox sat on the hill.

10 Spell the words to match the pictures.

fox fix ox

127

LESSON 26
Letter x

● Practice printing the following phrases.

fix the sox
fix the sox

sit on a box
sit on a box

an ax can hit
an ax can hit

a fox in a fix
a fox in a fix

Max Fox sat on a box
Max Fox sat on a box

fix the x-ray
fix the x-ray

128

Lesson 27 - Consonant digraph th (beginning)

Overview:

- Review the names and sounds of the alphabet letters
- Introduce the Alphabet puzzle
- Use of alphabet flow chart if needed for sequencing
- Introduce the consonant digraph **th**
- Introduce rhyming words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- Alphabet flow chart
- Alphabet puzzle
- White board
- Reader 1: *Thad's Math*

Teaching Tips:

The use of the alphabet puzzle is an activity for fun but will indicate if any of the letters should be re-taught. Explain the combination of the letters th is a sound that can be used at the beginning, middle, or end of a word. Make sure that the student is able to make the **th** sound successfully. In this lesson the emphasis will be on the beginning sound. Explain that rhyming words make the same sound at the end of a word. Use the white board to teach and demonstrate rhyming words. Use the alphabet puzzle to verify if the student has mastered the letter names and sounds.

Introduction to Workbook Activities:

Introduce the sound of the digraph **th**. Study the pictures and have the student recognize the **th** sound at the beginning of each word.

Words: **think, thistle, thirty**

LESSON 27
Consonant Digraph **th**

think thistle thirty 30

Definition: A consonant digraph is two consonants that stay together to make their special sound.

Look at the consonant digraph **th**. To make that sound, put your tongue between your teeth and say the word **thin**. The **th** sound can be used at the beginning of a word as in **thin**, in the middle as in **with**, or at the end of a word as in **poth**.

1 Look at the pictures and the words. Put a circle around the pictures that start with the sound of **th**.

thermometer thermos thumb kite
thank top thimble thin

129

Activity 1. Identify the pictures. Make sure that the student is able to produce the correct sound of **th**. Student will put a circle around the pictures that have the sound of **th** at the beginning.

Pictures: **thermometer, thermos, thumb, kite, thank, top, thimble, thin**

Activity 2. Use the white board for practicing both the capital and lowercase letters before the student prints in the workbook. Student will practice printing **Th** with a capital **T**.

Activity 3. Practice printing the lowercase **th**.

Activity 4. Read the words together that start with **th**. Underline the **th** in each word.

Words: **the, this, them, that, then, than, thin, thug**

Activity 5. Read the sentences together. Underline the **th** in each word.

Sentences: **This fish is thin.**
The thumb is fat.
That game is fun.
Thad can hop. Then he can run.

Activity 6. Read the make-up words.

Make-up Words: **thub, tham, thos, theg**

Activity 7. Read each word and then print it on the lines below each picture.

Words: **thumb, thimble, thirty, thin, thank, thick**

Activity 8. Read the puzzle phrases together. Have the student draw a line from the phrase to the picture it matches. Point out that **path** has an ending **th** (this will be covered in more detail in Lesson 28.)

Phrases: **a thick bug**
a thin thimble
a thumb on a rat
I thank God

LESSON 27
Consonant Digraph th

① Practice printing Th with a capital T.

② Practice printing th with lower case letters.

③ Read the words below that start with th. Put a line under the th in each word.


the this them that
then than thin thug

④ Read the sentences. Put a line under the th in each word.

1. This fish is thin.
2. The thumb is fat.
3. That game is fun.
4. Thad can hop. Then he can run.

⑤ Read the make-up words.




thub tham thos theg






130






LESSON 27
Consonant Digraph th

⑦ Read each word and then write it on the lines below each picture.

 thumb  thimble  thirty

 thin  thank  thick

⑧ Draw a line from the puzzle phrase to the picture it matches.

 a thick bug
 a thin thimble
 a thumb on a rat
 I thank God


131

Activity 9. Use the white board to teach and demonstrate rhyming words. Student will read the words beginning with **th** and establish the ending sound of the written word. Study the picture and stress the ending sound of each picture. Draw a line from the rhyming word to the picture.

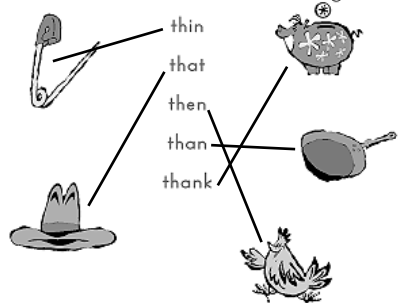
Pictures: **thin/pin**
that/hat
then/hen
than/pan
thank/bank

Activity 10. Read the sentence together. Discuss the capital **I** at the beginning of the sentence and a period at the end. Have the student print the sentence:

I give thanks every day.

LESSON 27
Consonant Digraph th

● Find pictures that rhyme with the following words.



10 Write the sentence.

I give thanks every day.

I give thanks every day.

132

Lesson 28 - Consonant digraph th (ending)

Overview:

- Review the **th** sound at the beginning of the word
- Review the **th** rule
- Introduce the use of **th** at the end of a word

Materials and Supplies:

- Teacher's Guide & Student Workbook
- Alphabet flow chart
- White board
- Reader 1: *A Bubble Bath*

Teaching Tips:

Present and review the rule for consonant digraphs. Review **th** at the beginning of the word. Introduce the use of **th** at the end of a word (**path** and **math**). Point out the need for a capital letter at the beginning of each sentence and a period at the end.

Introduction to Workbook Activities:

Review the rule for consonant digraphs. Print the digraph on the white board and have the student practice the sound. Reinforce that the sound is the same at the end as it is at the beginning of a word. Study the pictures and have the student recognize the placement of the **th** at the end of each word.

LESSON 28
Consonant Digraph th

path

math

The sound of th is used at the end of the word as in path.

Put a circle around the th in the words below each picture.

tooth bath moth

tenth Beth cloth

133

Activity 1. Study the pictures and have the student recognize the placement of the **th**. Student will put a circle around the **th** on the words below each picture.

Pictures: **tooth, bath, moth**
tenth, Beth, cloth

Activity 2. Use the white board to print the words and discuss the placement of the digraph **th**. Have the students study the pictures and identify the **th** at the beginning or end of the word. Circle the **th** to show placement.

Pictures: **math, moth, Beth, thank teeth, thumb, path, bath**

Activity 3. Read the sentences together. Draw a line from the picture to the sentence it matches.

Pictures: **Beth can run on a path.
I had a bath in a big tub.
The moth is red.
Thad is the tenth man.
The lad can do his math.**

Activity 4. Reintroduce the use of a capital letter at the beginning of each sentence and a period at the end. Review the Capital Letter Rule. Read the sentences together. Have the student point out each capital letter and period. Print the sentences on the lines below.

**This is the thumb on the hand.
The man had a gold tooth.**

Activity 5. Use the white board to practice spelling. Emphasize the sound of **th** at the end of the word. Spell the words below the pictures by printing the beginning sounds.

Words: **(b)ath, (s)ixth, (m)oth, (p)ath**

Activity 6. Read the make-up words.

Make-up Words: **dath, buth, poth, foth, nith**

LESSON 28
Consonant Digraph **th**

② Look at the pictures below. Circle the **th** to show whether the **th** is at the beginning or the end of the word.

③ Read the sentences. Draw a line from the picture to the sentence it matches.

The lad can do his math.
I had a bath in a big tub.
The moth is red.
Beth can run on a path.
Thad is the tenth man.

134

LESSON 28
Consonant Digraph **th**

④ Read the sentences and then print them on the lines below. Be sure you use a capital letter for the first word in each sentence and a period at the end.

This is the thumb on the hand.

The man had a gold tooth.

⑤ Spell the words below the pictures by printing the beginning sounds.

bath sixth moth path

⑥ Read the make-up words.

dath buth poth foth nith

135

Activity 7. Read the puzzle phrases together. Have the student draw a line from the puzzle phrase to the picture it matches.

- Pictures: **a path that led to a hat**
a moth on a dog
a fat cat with a thin dog
a pig with a math book

Activity 8. Emphasize the rhyming ending for each picture. Use the white board for reinforcement. Draw a line from the picture to the word that rhymes with it.

- Pictures: **math/path**
dump/hump
pick/sick

Activity 9. Use the white board as an introduction to a crossword puzzle. Explain how the letter **a** will fit into both words. Use the sentences as a definition. Have the student fill in the missing vowel in the crossword puzzle.

- Across: A place to walk. (**path**)
 Down: Water to get you clean. (**bath**)

Activity 10. Read the sentence together. Have the student print the sentence on the lines below. Be sure to use a capital letter to start the sentence and a period at the end.

Sentence: **You can do the math.**

Activity 11. Read the sentence. Help the students with the ending **ck** in the word **rocks**.

Sentence: **The path has rocks on it.**

LESSON 28
Consonant Digraph th

7 Draw a line from the puzzle phrase to the picture it matches.

8 Find pictures that rhyme with the following words.

136

LESSON 28
Consonant Digraph th

9 Fill in the missing vowel in the crossword puzzle.

Across:
A place to walk.

Down:
Water to get you clean.

p	b	t	h
a	a	t	h
t	t	h	h
h	h	h	h

10 Write the sentence below. Be sure to use a capital letter to start the sentence and a period at the end.

you can do the math

You can do the math.

11 Read the sentence.

The path has rocks on it.

137

Activity 12. Use the white board to practice spelling. Emphasize the rhyming ending for each picture. Have the student spell the words below the pictures by writing the beginning sounds.




Words & pictures: **p**in, **f**in, **th**in
thank, **b**ank, **t**ank




Activity 13. Draw a line from the puzzle phrase to the picture it matches.

Phrases: **a thimble in a bath**
a path with a big bus



LESSON 28
Consonant Digraph th

12 Spell the words below the pictures by writing the beginning sounds.

		
_____	_____	_____
p _____	f _____	th _____

		
_____	_____	_____
th _____	b _____	t _____

13 Draw a line from the puzzle phrase to the picture it matches.

	a thimble in a bath	
	a path with a big bus	

138

Lesson 29 - Consonant Digraph ch

Overview:

- Review the names and sounds of the alphabet letters
- Introduce the consonant digraph **ch**
- Introduce Proper Noun Rule

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet puzzle
- Reader 1: *The Champ*

Teaching Tips:

Explain that the digraph **ch** is always spelled **ch** at the beginning of a word. It can also be used at the end of a word as in **church**. Introduce the capital letter as used for a person's name.

Introduction to Workbook Activities:

Review the rule for consonant digraphs. Print the digraph **ch** on the white board and have the student practice the sound. Note that **ch** can also be used at the end of the word as in much. In the word **church** the sound is both at the beginning and the end.

Activity 1. Study the pictures and have the student recognize the **ch** in the words. Student will put a circle around the pictures that start with the sound of **ch**.

Pictures: **chicken, check, chin, clock**
cherry, chips, chocolate, cheese

LESSON 29
Consonant Digraph ch

Look at the consonant digraph **ch**.

The consonant digraph **ch** is usually used at the beginning or end of a word. The **ch** makes the sound we hear at the beginning of the word chicken. It can be used at the end of words, as in much and such.

Look at the consonant digraph **ch**. Put a circle around the pictures that start with the sound of **ch**.

chicken check chin clock
cherry chips chocolate cheese

139

Activity 2. Introduce the Capital Letter Rule for a person's name. Use the white board to print the student's name using a capital letter. Discuss the use of capital letters for family names. Have the student practice printing **Ch** using a capital **C**.

Activity 3. Use the white board to print other words that use a lowercase **c**. The student will practice printing **ch** using the lowercase **c**.

Activity 4. Read the words together that start with **ch**. Have the student put a circle around the **ch** if there is a capital **C** for a name. Put one line under **ch** if it is a lowercase **c**.

Circled: **Charlie, Chad, Chuck**
Underlined: **church, chick, champ, chin, chest**

Activity 5. Read the make-up words.

Make-up Words: **chid, dach, chep, chus, chob**

Activity 6. Read the sentences together. Review what a proper noun means. Have the student put a circle around each proper noun. Count the number of proper nouns you can find in all the sentences.

Chad went to the church with Ben.
I can put my hand on my chin.
Did Chuck see the chimp?
Can Charlie pick up the chick?

How many proper nouns were found? **(4)**

Activity 7. Read the words together. Have the student identify the pictures and draw a line from the word to the picture it matches.

Pictures: **chest, check, chick, chin, Chad, chimp**

LESSON 29
Consonant Digraph ch

1 Practice printing Ch using a capital C.

2 Practice printing ch using the lower case c.

Rule: A person's name always starts with a capital letter, as in the name Chad. These words are called proper nouns.

3 Read the words below that start with ch. Put a circle around ch if there is a capital C for a name. Put one line under ch if it is a lower case c.

church Charlie chick champ
chin Chad chest Chuck

4 Read the make-up words.

chid dach chep chus chob

140

LESSON 29
Consonant Digraph ch

6 Read the sentences. Put a circle around each proper noun. Count the number of proper nouns you can find in all the sentences.

1. Chad went to the church with Ben.
2. I can put my hand on my chin.
3. Did Chuck see the chimp?
4. Can Charlie pick up the chick?

How many proper nouns did you find? 4

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

chimp Chad chick chin check chest

141

Activity 8. Read the puzzle phrases together. Have the student draw a line from the puzzle phrase to the picture it matches.

Pictures: **a chimp in a bed**
cheese in a tub
a chick in a chest
Chad on a cat

Activity 9. Read the sentences together. Have the student use the white board for practice in printing before printing in the workbook.

The chicken is in the pen.
I had much for God.

Activity 10. Study the pictures and discuss the meanings. Use the white board for practice printing. Emphasize the appropriate digraph at the beginning of each word. Have the student complete the spelling of the words below the pictures by printing the beginning sound.

Pictures: **chin**, **cherry**, **thin**, **chip**

LESSON 29
Consonant Digraph ch

1 Draw a line from the puzzle phrase to the picture it matches.

2 Write the sentences.

The chicken is in the pen.

The chicken is in the pen.

I had much for God.

I had much for God.

10 Spell the words below the pictures by printing the beginning sounds.

chin cherry thin chip

142

Lesson 30 - Consonant digraph wh

Overview:

- Review the names and sounds of the alphabet
- Review the Short Vowel Rule
- Review the consonant digraph sounds
- Introduce the consonant digraph **wh**
- Introduce question words and sentences

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet puzzle
- Reader 1: *Ken's Toy Car*

Teaching Tips:

Review the alphabet letters and sounds. The alphabet puzzle and alphabet flow chart can be used as a check for the fluency of letter name and sound knowledge. To help remember the sound of **wh**, have the student put a finger to his lips and feel the breath that is blown when saying the sound.

Introduction to Workbook Activities:

Review the rule for consonant digraphs. Introduce the consonant digraph **wh**. Print the digraph **wh** on the white board and have the student practice the sound. This digraph will be used only at the beginning of the word.

LESSON 30
Consonant Digraph **wh**

Look at the consonant digraph **wh**.
The consonant digraph **wh** is used at the beginning of a word.
The **wh** makes the sound we hear at the beginning of *whale*.

Put a circle around the pictures that start with the sound of **wh**.

whip hand wheelchair whiskers
whistle whale worm wheat

143

Activity 1. Study the pictures and have the student recognize the **wh** sound in the words. Student will put a circle around the pictures that start with the sound of **wh**.

Pictures: **whip, hand, wheelchair, whiskers, whistle, whale, worm, wheat**

Activity 2. Use the white board for practicing both the capital and lowercase letters before the student prints in the workbook. Student will practice printing **Wh** with a capital **W**.

Activity 3. Practice printing **wh** with lowercase **w**.

Activity 4. Discuss the pictures and be sure the student recognizes the sound of **wh** in the word. Read the words together and student will draw a line from the picture to the word it matches.

Pictures: **wheelbarrow, wheel, wheat, whistle**

Activity 5. Use the white board to practice spelling. Emphasize the beginning sound. Have the student spell the words below the pictures by printing the beginning sounds.

Words: (**wh**)ale, (**wh**)iskers, (**wh**)eat

Activity 6. Study the pictures and discuss for vocabulary development. Have the student circle the pictures that start with the sound of **wh**.

Pictures: **wheat, whale, thimble, wheel-chair, whip, chin, whiskers, whistle**

Activity 7. Discuss the meaning of questions. Introduce the question words. As a joint project, make up question sentences using the different question words. Print the question words on the white board individually so they become sight words. Review the use of a question mark at the end of the sentence.

Activity 8. Review and repeat the question words with the student. Read together the question words and choose the best completion for the sentence. Trade asking questions and answers with the student for additional practice in question sentences.

Who/has the whip?

Where/did you fall down?

LESSON 30
Consonant Digraph wh

2 Practice printing Wh with a capital W.

3 Practice printing wh with a lower case w.

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

5 Print the words below the pictures by printing the beginning sounds.

144

LESSON 30
Consonant Digraph wh

6 Look at the pictures below. Circle the pictures that start with the sound of wh.

7 Learn the question words.
Who, What, Where, When and Why

8 Underline the wh in each sentence. Draw a line to the question sentence it matches.

145

What/will Dad do next?

When/can we go to camp?

Why/did the cat rest?

Activity 9. Read the question sentence and the directions for the activity together. Have the student read the directions alone and then answer the question: "What is my name?" Give him the opportunity to print it on the white board first, then print it in the workbook.

Read the directions and question sentence together. Discuss the importance of knowing and being able to print one's own address. Check to see if the student knows the name of the street, city, state and zip code in which he lives. When that information is established, have the student print the answer to the question: "Where do I live?"

On the question above, **underline** the word **What**. Put a **circle** around the word **Where**.

Activity 10. Read the make-up words.

Make-up Words: **whan, whid, whom, whos, whuf**

Activity 11. Discuss and demonstrate using the beginning **wh** to make a word. Print several on the board as this activity is discussed. Allow a real word to be printed or a make-up word as above. Be sure the student knows the difference between the two and can pronounce it when he has it completed.

LESSON 30
Consonant Digraph wh

● Trace the questions below, then print your name and address.
Underline the word **What**, put a circle around the word **Where**.

What is my name? _____
My name is _____

Where do I live? _____
I live at _____

● Read the make-up words.
whan whid whom whos whuf

● Use a wh beginning to make your own make-up words.
wh wh wh

146

Lesson 31 - Digraph

Review: th, ch, wh

Overview:

- Review consonant digraphs: **th**, **ch**, **wh**
- Review question words and sentences
- Review Phonics Rules
- Auditory and visual discrimination of words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet Puzzle
- Reader 1: *Chuck's Fish*

Teaching Tips:


Utilize the teaching tools of review to be assured that the student is ready to progress. The use of the white board, alphabet flow chart, and alphabet puzzle can be used in game form to confirm the student's knowledge of the alphabet names and sounds.

Activity 1. Put words beginning with **th**, **ch**, and **wh** on the white board and have the student identify the beginning sounds. Give verbal clues such as, "I'm thinking of a part of your face that starts with which digraph — **ch**, **wh**, or **th**?" Study the pictures that start with the sound of **wh**. Student will put a **circle** around the pictures that start with the sound of **wh**.

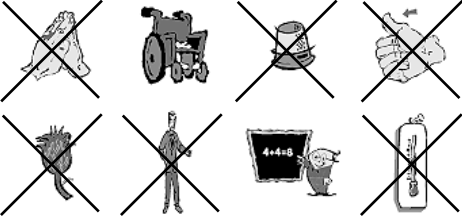
Pictures: **whistle, whiskers, wheat, sheep, chips, whale, wheelbarrow, thimble**

LESSON 31
Review: th, ch, wh

1 Put a circle around the pictures that start with the sound of wh.



2 Put an x on the pictures that start with the sound of th.



147

Activity 2. Review the beginning digraphs: **th**, **wh**, **ch**. Study the pictures and identify the beginning sound. This is an opportunity to develop vocabulary usage. Put an **X** on the pictures that start with the sound of **th**.

Pictures: **thank, wheelchair, thimble, thumb, thistle, thin, math, thermometer**

Activity 3. Review the beginning digraphs: **th, wh, ch**. Study the pictures and identify the beginning sound. Check vocabulary knowledge. Put a **square** around the pictures that start with the sound of **ch**.

Pictures: **chin, cherry, moth, chicken**
bath, church, check, chimney

Activity 4. Read the make-up words.

Make-up Words: **chom, thaf, whid, chan, thub**

Activity 5. Identify the pictures and emphasize the beginning consonant digraph for each. Student will **circle** the consonant digraph that the pictures start with.

Pictures: **thimble, whale, chick, thistle, whip, cheese, thumb, wheel**

Activity 6. Study the pictures together. Have the student draw a line from the word to the picture it matches.

Pictures: **whistle, chair, thimble, thistle, child, thumb, whale**

Activity 7. Read one word from each of the boxes. Student is to circle the word you read, then print the circled words on the lines below.

Words:	whip	when	whim
	chap	that	this
	thin	chin	when
	chip	with	chop

LESSON 31
Review: th, ch, wh

④ Put a square around the pictures that start with the sound of ch.

④ Read the make-up words.

chom thaf whid chan thub

④ Look at the pictures below. Circle the consonant digraph that the pictures start with.

148

LESSON 31
Review: th, ch, wh

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

⑦ Circle the word your teacher reads. Print the words you circled on the lines below.

whip	when	whim	chap	that	this

thin	chin	when	chip	with	chop

149

Activity 8. Read the puzzle phrases together. Have the student draw a line from the picture to the puzzle phrase it matches.

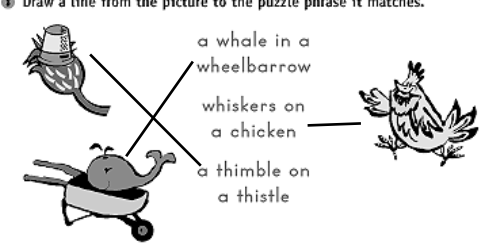
Pictures: **a thimble on a thistle**
whiskers on a chicken
a whale in a wheelbarrow

Activity 9. Read the sentences together. Have the student **underline** the words that start with the sound of **ch**, put a **circle** around the words that start with the sound of **th**, and put a **box** around the words that start with the sound of **wh**.

Jan is not thin.
Thank you, God.
Chad had a big chin.
When can Sam get wheels?
Tom can chop a log.
Who has the whistle?

LESSON 31
Review: th, ch, wh


1 Draw a line from the picture to the puzzle phrase it matches.



a whale in a wheelbarrow
whiskers on a chicken
a thimble on a thistle

2 Read the sentences. Underline the words that start with the sound ch. Put a circle around the words that start with the sound th. Put a box around the words that start with the sound wh.

1. Jan is not thin.
2. Thank you, God.
3. Chad had a big chin.
4. When can Sam get wheels?
5. Tom can chop a log.
6. Who has the whistle?



150

Lesson 32 - Consonant digraph sh (beginning)

Overview:

- Review the names and sounds of the alphabet letters
- Review Short Vowel Rule
- Review the consonant digraph sounds.
- Introduce the consonant digraph **sh** at the beginning of a word
- Experience word search puzzle

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 1: *Shad's Toy Ship*

Teaching Tips:

Review the Short Vowel Rule and the consonant digraphs: **ch**, **wh**, **th**.

Introduce word search activities as a game.

Activity 1. Review the consonant digraphs. Introduce the digraph **sh** as the "quiet" one. Demonstrate the gesture of quiet with the finger to the mouth in a whisper. This digraph can be used at both the beginning and end of a word. In this lesson the emphasis will be placed on the beginning sound. Study the pictures and discuss the beginning sounds of the pictures. Have the student put a circle around the pictures that start with the sound of **sh**.

Pictures: **ship, shelf, shirt, milk**
sheep, chin, shoe, shovel

LESSON 32
Consonant Digraph **sh**

shadow shovel sheet
sheep shave

Look at the consonant digraph **sh**.
The consonant digraph **sh** is used at the beginning or at the end of a word. The **sh** makes the sound we hear at the beginning of ship.

① Put a circle around the pictures that start with the sound of **sh**.

ship shelf shirt milk
sheep chin shoe shovel

151

Activity 2. Use the white board for practicing both the capital and lowercase letters before the student prints in the workbook. Student will practice printing **Sh** with a capital **S**.

Activity 3. Practice printing **sh** with a lowercase **s**.

Activity 4. Study the pictures together. Some of the pictures may be used for vocabulary enrichment. Have the student put a **circle** around the pictures that start with the sound of **sh**.

Pictures: **shirt, shadow, sheet, ship, shell, shovel, thermometer, shed**

Activity 5. Review rhyming. Have the student read the words then draw a line from the word to the pictures that rhyme.

Words/pictures: lip/**whip, ship**
bath/**math, path**

Activity 6. Read the words together. Discuss the pictures. Student will draw a line from the word to the picture it matches.

Pictures: **sheep, shoe, shave, ship, wheel, what**

Activity 7. Explain that this is a word search puzzle. Words that the students have been studying are hidden among other letters. Teach the students how to search according to directions.

Across: **shell, shot**
Down: **shed, ship**

Activity 8. Read the make-up words.

Make-up Words: **shom, shen, shab, shig, shuf**

LESSON 32
Consonant Digraph sh

1 Practice printing sh with a capital S.

2 Practice printing sh with a lower case s.

3 Look at the pictures below. Put a circle around the pictures that start with the sound of sh.

4 Draw lines from the word to the pictures that rhyme.

152

LESSON 32
Consonant Digraph sh

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

6 Find these words in the word search. Circle the words.
Across: shell, shot Down: shed, ship

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

7 Read the make-up words.

shom shen shab shig shuf

153

Activity 9. Read the sentences together. Have the student print them on the lines below. Be sure to use a capital letter for the first word in each sentence and a period at the end. Underline the words that start with the sound of **sh**.

Sentences: **Sam has a big ship.**
Beth can get a shell.

Activity 10. Read the puzzle phrases together. Have the student draw a line from the puzzle phrase to the picture it matches.

Pictures: **a shark in a tub**
shave a pig
a doll with a shovel
a shoe on a shark

Activity 11. Study the pictures. Discuss beginning sounds. Have the students spell the words under the pictures.

Pictures: **chip, lip, ship, rip**

LESSON 32
Consonant Digraph sh

● Read the sentences. Print them on the lines below. Be sure you use a capital letter for the first word in each sentence and a period at the end. Underline the words that start with the sh sound.

Sam has a big ship.
Sam has a big ship.

Beth can get a shell.
Beth can get a shell.

⑩ Draw a line from the puzzle phrase to the picture it matches.

a doll with a shovel
a shark in a tub
shave a pig
a shoe on a shark

● Spell the words below the pictures.

chip lip ship rip

154

Lesson 33 - Consonant digraph sh (ending)

Overview:

- Review the names and sounds of the alphabet letters
- Review Short Vowel Rule
- Review the consonant digraph sounds
- Introduce consonant digraph **sh** at the end of a word
- Review rhyming words
- Introduce alphabetizing words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet flow chart
- Alphabet puzzle
- Reader 1: *Shelly's Wish*

Teaching Tips:

Review Short Vowel Rule and consonant digraphs in the beginning of words. Introduce **sh** used at the end of the word. Review rhyming words and introduce alphabetical order. Use the alphabet flow chart and alphabet puzzle to reinforce alphabetizing of words.

Activity 1. Review the consonant digraphs. Introduce the use of **sh** at the end of words. Study the pictures and discuss the ending of the words with the sound of **sh**. Pay special attention the difference in the sound of **ch** and **sh**. Have the student put a circle around the pictures that have the sound of **sh** at the end.

Pictures: **fish, bush, kiss, radish**
dish, dash, mash, cash

LESSON 33
Consonant Digraph sh

fish

sh

wish

Look at the consonant digraph sh.
The consonant digraph sh is used both at the beginning
or at the end of a word. The sh makes the sound we hear
at the end of the word fish.

Put a circle around the pictures that have the sound of sh at the end.

Activity 2. Use the white board for practicing both the capital and lowercase letters before the student prints in the workbook. Student will practice printing **Sh** with a capital **S**.

Activity 3. Practice printing **sh** with a lowercase **s**.

Activity 4. Study the pictures with the student. Emphasize the placement of the **sh** sound. Discuss the meaning of the various words for vocabulary enrichment. Have the student put a circle around the correct **sh** to show whether the **sh** is at the beginning or at the end of the word.

Pictures: **bush, shell, dish, fish**
ship, rush, shed, wish

Activity 5. Read the make-up words.

Make-up Words: **fash, dosh, mish, besh, dush**

Activity 6. Read the sentences together. Discuss the meaning of each. Have the student draw a line from the picture to the sentence it matches. Underline the words that end with **sh**.

Pictures: **Dan fed mush to his cat.**
Can you push the dish back?
Did Jan hush?
I wish I had a check.

Activity 7. Study the words in the word bank and discuss the meaning. Use the white board to review rhyming words. Have the student print the words from the word bank to match the words that rhyme.

hash/**lash, mash**
wish/**fish, dish**

LESSON 33
Consonant Digraph sh

1 Practice printing Sh with a capital S.

Sh

2 Practice printing sh with lower case letters.

sh

3 Look at the pictures below. Circle the sh to show whether the sh is at the beginning or at the end of the word.

4 Read the make-up words.

fash dosh mish besh dush

156

LESSON 33
Consonant Digraph sh

6 Read the sentences. Draw a line from the picture to the sentence it matches. Underline the words that end with sh.

I wish I had a check.
Can you push the dish back?
Did Jan hush?
Dan fed mush to his cat.

7 Print the words from the word bank below the word that rhymes.

lash mash fish dish

hash wish

lash fish

mash dish

157

Activity 8. Read the sentences together. Have the student print the sentences and then put a circle around the words that have **sh** at the end of the word.

The dish is with a cup.

Is the shed red?

Ned fed mush to his dog.

Tom had to rush to see Ted.

Activity 9. Read the puzzle phrases together. Have the student draw a line from the puzzle phrase to the picture it matches.

Pictures: **a dish on a dog**
mash a ship
a bush in a net
a fish in a cup

Activity 10. Use the alphabet flow chart and puzzle to locate placement of words. On the white board, print the letters: **a, b, c, d**, spaced apart. Then read the words together and have the students print the word under the appropriate letter. As soon as the student is familiar with the idea, have him print the words in alphabetical order in the workbook.

Words (in order): **ant, baby, cat, dog**

LESSON 33
Consonant Digraph sh

1 Print the sentences. Put a circle around the words that have sh at the end of the word.

The dish is with a cup.
 The **(dish)** is with a cup.

Is the shed red?
 Is the shed red?

Ned fed mush to his dog.
 Ned fed **(mush)** to his dog.

Tom had to rush to see Ted.
 Tom had to **(rush)** to see Ted.

158

LESSON 33
Consonant Digraph sh

9 Draw a line from the puzzle phrase to the picture it matches.

10 Learn to alphabetize by knowing where the letters in the alphabet come. Look at the first letter of each word. Put the words starting with a first. The words starting with b would come next because b is the second letter in the alphabet.

Read these words:
 cot dad bat ant

Follow the alphabet to put the words in alphabetical order.
 Examples: (a) ant (b) bat (c) cot (d) dad

Now print these words in alphabetical order.

dog ant baby cat
 a b c d

ant baby cat dog

159

Activity 11. Print each row of words in alphabetical order. The first letter of each word is given in its proper order.

Words (in order): **elf, fan, gate, hog, igloo, jug, kit, log, man, net, ox, pig, quit, rat, sit, ten, up, vest, web, x-ray**

LESSON 33
Consonant Digraph sh

Print each row of words in alphabetical order.

fan e	elf f	hog g	gate h
elf	fan	gate	hog
jug i	log j	kit k	igloo l
igloo	jug	kit	log
ox m	pig n	man o	net p
man	net	ox	pig
sit q	ten r	rat s	quit t
quit	rat	sit	ten
web u	up v	x-ray w	vest x
up	vest	web	x-ray

160

Lesson 34 - Review

Digraphs th, ch, wh, sh

Overview:

- Review the names and sounds of the alphabet letters
- Review the Short Vowel Rules
- Review the Consonant Digraph sounds

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 1: *Help for a Chick*

Teaching Tips:

Review Short Vowel Rule and Consonant Digraphs.

Activity 1. Review the consonant digraphs. Study the pictures and discuss the differences in the beginning sounds. Have the student put a circle around each picture that starts with the sound of **th**.

Pictures: **thimble, thistle, thumb, chin**

Activity 2. Have the student put a circle around each picture that starts with the sound of **ch**.

Pictures: **chop, check, cheese, bath**

Activity 3. Have the student put a circle around each picture that starts with the sound of **wh**.

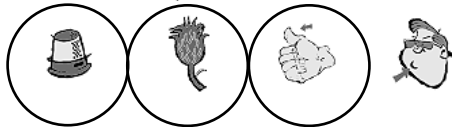
Pictures: **chick, whip, whisper, wheel**

Activity 4. Have the student put a circle around each picture that starts with the sound of **sh**.

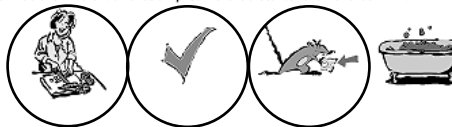
Pictures: **shed, ship, bath, shave**

LESSON 34
Review: th, ch, wh, sh


1 Put a circle around each picture that starts with the sound of th.



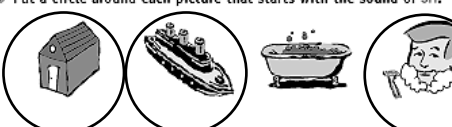
2 Put a circle around each picture that starts with the sound of ch.



3 Put a circle around each picture that starts with the sound of wh.



4 Put a circle around each picture that starts with the sound of sh.



161

Activity 5. Read the words with the student emphasizing the final sound. Have the student put a circle around the ending sounds **sh** and **th**.

Words: **th** – path, bath, moth
sh – bush, wish, fish

Activity 6. Read the words together. The student will draw a line from the word to the picture it matches.

Pictures: **chick, bath, shark, dish, thumb**

Activity 7. Read the make-up words.

Make-up Words: **shup, chid, whaf, theg**

Activity 8. Read one word from each of the boxes. Student is to circle the word you read, then print the circled words on the lines below.

Words: **fish** **fin** **ship**
thin **math** **chip**
check **chip** **when**
whisper **shed** **whip**

Activity 9. Read the puzzle phrases together. Have the student draw a line from the puzzle phrase to the picture it matches.

Pictures: **a fish in a bush**
a thin shark
a whale on the wharf
a check on a chick

LESSON 34
Review: th, ch, wh, sh

6 Print the words from the word bank that end with sh and th. Put a circle around the ending sound sh and th.

path bush wish bath fish moth

Words ending in th, path bath moth

Words ending in sh, bush wish fish

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

shark thumb chick dish bath

7 Read the make-up words.

shup chid whaf theg

162

LESSON 34
Review: th, ch, wh, sh

8 Circle the word your teacher reads. Print the words you circled on the lines below.

fish fin ship thin math chip

check chip when whisper shed whip

9 Draw a line from the puzzle phrase to the picture it matches.

a fish in a bush a check on a chick a thin shark a whale on the wharf

163

Activity 10. Review the beginning digraph sounds with the student. Review the words with him. Have the student spell the words below the pictures by printing the beginning sounds.

Words: **chicken**, **whale**, **thimble**

Activity 11. Review the ending digraph sounds with the student. Review the words with him. Have the student spell the words below the pictures by printing the ending sounds.




Words: **path**, **dish**, **bath**

Activity 12. Read the sentence together. Discuss what the student would do if he had a ship. Have the student print the sentence on the lines below. Remind him of the use of a capital letter and a period at the end of the sentence.

Sentence: **I wish I had a ship.**




LESSON 34
Review: th, ch, wh, sh

10 Spell the words below the pictures by printing the beginning sounds.

chicken whale thimble

11 Spell the words below the pictures by printing the ending sounds.

path dish bath

12 Write the sentence below. Be sure to use a capital letter to start the sentence and a period at the end.

I wish I had a ship.

I wish I had a ship.

164

Lesson 35 - Silent e: ā ē

Overview:

- Review Short Vowel Rule to prepare for change to Long Vowels
- Introduce all long vowel sounds
- Introduce Long Vowel Rule
- Introduce diacritical marking for long vowel sounds
- Introduce familiar word families
- Compare short and long vowels

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 1: *Kate's Pockets*

Teaching Tips:


Teach the Silent **e** Rule. Introduce familiar word families with **a** and the silent **e**: **ame, ase, ave, ake, ape, ane, ade, ate, afe.** Explain the difference between short and long **a** sound in word change: **cap – cape.**

Introduction to Workbook Activities:

List all the long vowels on the white board with the diacritical marking. Teach the following 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 **cake, bike, bone** and **tube**. Teach the students to watch for the clue of a silent **e** at the end of the word. Use the diacritical markings with a crossed-out **e** and a straight line (macron) above the first vowel.

LESSON 35
Silent e: **ā ē**

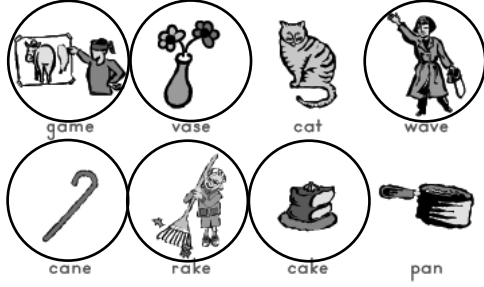


safe cake

ā ē

Silent e Rule: When a word has (1) a vowel, (2) a consonant, and (3) an e at the end, the first vowel sound is long and the e is silent, as in cākē, bīkē, bōnē and tūbē.

① Look at the pictures below. Put a circle around those that have the long ā sound, as in cākē.



game vase cat wave
cane rake cake pan

165

Activity 1. Study the pictures together and discuss the meanings for vocabulary development. Discuss family endings: **ame, ase, ave, ake, ane.** Have the student put a circle around those that have the long **a** sound.

Pictures: **game, vase, cat, wave, cane, rake, cake, pan**

Activity 2. On the white board, demonstrate crossing out the silent **e** and putting a macron over the vowel **a** (**ā**) to show it has the long **a** sound. Have the student cross out the silent **e** and put a straight line over the long **a**. Encourage them to verbalize their actions as they do the activity.

Words: **rake, game, cake, wave**

Activity 3. On the white board, have the student print words with short **a**, then add the silent **e**. As soon as they understand the concept, have the student print the words in the workbook, using the diacritical marking to cross out the **e** and make a straight line over the long vowel **a**.

Short Vowel Words: **mat, rat, tap**
cap, Jan, pal

Activity 4. Read the words in Activity 3 with the silent **e**.

Activities 5 & 6. Have the student read the words and discuss the sound of short **a**. Student will read then print the words with the short **a** and mark them.

Words: **can, mad, man**

Within the same activity, have the student look at the words and pictures with silent **e** added to the end of each word. This makes the first vowel long or say its own name.


Words: **cane, made, mane**


Activity 7. Have the student practice printing the words with silent **e** on the white board first. Make a game of covering the **e** and having them pronounce it as a short vowel sound. If the concept is firm, have the student then spell the words under the pictures in their workbook.

Words: **rake, cake, wave**

LESSON 35
Silent e: ā, ē

1 On the lines below, write the words that match the pictures. Cross out the silent **e** and put a straight line over the vowel **ā** to show it has the long **ā** sound.


cake game wave rake


rāke gāme cāke wāve

2 Print the words with short **ā**, and then add a silent **e**. Use your markings to cross out the silent **e** and make a straight line over the long vowel **ā**.


mat rat tap
māte rāte tāpe
cap Jan pal
cāpe Jāne pāle

3 Read the words with the silent **e** that you have printed above.


166

LESSON 35
Silent e: ā, ē


5 Read the words with short **ā**. Mark the short **ā** vowels.
Print the words with the short vowel.


can mad man
cān mād mǎn

6 Now look at the words which have had silent **e** added to the end of each word. This makes the vowel sound long or say its own name. Look at the pictures and read the words below that have a long **ā** sound.


cane made mane

7 Spell the words under the pictures.


rake cake wave

167

Activity 8. Read the sentences together and discuss the content of the sentence as well as the words with silent **e**. Make note of the silent **e** affecting the vowel **i** in the word **dime**. Have the student draw a line to match the picture.

Pictures: **Jane ate a big cake.**
Dave sat on a gate.
Dad will take me to the lake.
Jan put a dime in the safe.

Activity 9. Review family endings: **abe, ade, ale, ate, ake**. Continue recognizing diacritical markings. Discuss the pictures in each square. Each square has a choice of three possible endings. Have the student select and circle the correct ending.

Pictures: **babe, spade, cake**
date, whale, rake

Activity 10. Read the make-up words.

Make-up Words: **dabe, cade, fape, gake, tane**

Activity 11. Read the phrases and match up with the pictures.



Phrases: **a rake on a dish**
a cape on a can
a baby with a cane
tape on a rat


Activity 12. Read the sentences and words together. Have the student select the correct word to complete each sentence and print it in the blank.



I ate a (**cake**).
 I can (**wave**) my hand.
 The (**lake**) is big.



LESSON 35
Silent e: **āē**

1 Read the sentences. Draw a line to match the picture.




Jane ate a big cake.  

Dave sat on a gate. 




Dad will take me to the lake.  

Jan put a dime in the safe.  

2 Circle the letters that make the ending sounds you hear.

ābē ākē ādē ābē ākē ādē ābē ākē ādē

ākē ālē ātē ākē ālē ātē ākē ālē ātē

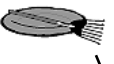

3 Read the make-up words.



dabe cade fape gake tane

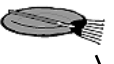

168



LESSON 35
Silent e: **āē**

1 Draw a line from the puzzle phrase to the picture it matches.

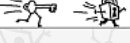


 tape on a rat 

 a baby with a cane 

 a cape on a can 

 a rake on a dish 

2 Finish each sentence with a word from the word bank.

wave lake cake

1. I ate a cake.

2. I can wave my hand.

3. The lake is big.

169

Activity 13. Study the pictures together and discuss the ending sound of each. Put a circle around the pictures that end with the sound of **ake**.

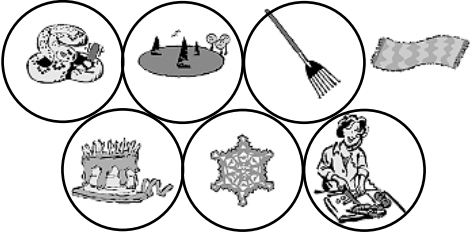
Pictures: **snake, lake, rake, rug**
cake, flake, make

Activity 14. Study the pictures together and discuss the ending sound of each. Put a circle around the pictures that end with the sound of **ale**.

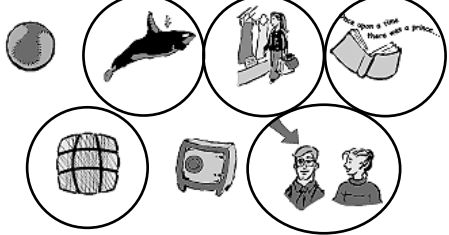
Pictures: **ball, whale, sale, tale**
bale, safe, male

LESSON 35
Silent e: a, g

13 Put a circle around each picture that ends with the sound of **ake**.



14 Put a circle around each picture that ends with the sound of **ale**.



170

Lesson 36 - Consonant Blend bl

Overview:

- Review names and sounds of the alphabet letters
- Review the consonant digraphs
- Introduce consonant blend **bl**
- Review Phonics Rule
- Review Silent **e** Rule

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 1: *Where to Sit*

Teaching Tips:

When introducing consonant blends, emphasize that two sounds are blended into one sound. Use pictures of **black** and **blew** as examples using the blend **bl**. Have the student practice putting the two sounds blended into one. Use the white board to demonstrate using the blends followed by a short vowel and by a long vowel.

Activity 1. Introduce the consonant blend **bl** as two consonants blended into one sound. Use pictures of **black**, **blade** or **blend** to give practice to the blend **bl**. Discuss the pictures, their meaning and beginning sounds. Have the student put a circle around the pictures that start with the sound of **bl**.

Pictures: **black, blast, sheet, sheep**
blimp, blender, blade, Blake

LESSON 36
Consonant Blend **bl**

black

blew

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

Put a circle around the pictures that start with the sound of **bl**.

block blast sheet sheep

blimp blender blade Blake

Activity 2. Use the white board to practice printing the blend with both capital and lowercase **B**. Have the student practice printing **Bl** with a capital **B**.

Activity 3. Practice printing **bl** with lowercase letters.

Activity 4. Study the pictures and discuss their meaning for vocabulary enrichment. Have the student print the words under the pictures if there is the sound of **bl** at the beginning.

Pictures/Words: **blimp, path, blade dress, black, block**

Activity 5. Read the sentences together and discuss the meaning. Have the student draw a line from the picture to the sentence it matches.

Pictures: **Can you blot the spot?
Sam has a black block.
Did you see the blast?
Blake can blink and wink.**

Activity 6. On the white board, have the student practice putting the blend **bl** in front of various endings of words. When the concept is understood, have the student spell the words below the pictures.

Pictures: **blender, blaze, block
Blake, rake, black**

LESSON 36
Consonant Blend bl







2 Practice printing Bl with a capital B.

Bl _____

3 Practice printing bl with lower case letters.

bl _____









4 Look at the pictures below. Print the word below the picture if it begins with the bl sound.

		
blimp		blade
		
	black	block







172

LESSON 36
Consonant Blend bl

5 Read the sentences. Draw a line from the picture to the sentence it matches.

	Blake can blink and wink.	
	Sam has a black block.	
	Did you see the blast?	
	Can you blot the spot?	

6 Spell the words below the pictures by printing the beginning sounds.

		
blender	blaze	block
		
Blake	rake	black

173

Activity 7. Read the words together, emphasizing the **bl** blend at the beginning of the word. Have the student draw a line from the word to the picture it matches.

Pictures: **bluff, block, blimp, blink**

Activity 8. Have the student read the make-up words.

Make-up Words: **blad, blef, blig, blom**

Activity 9. Read the puzzle phrases together. Have the student draw a line from the puzzle phrase to the picture it matches.

Pictures: **a blimp in a blender**
a block on a pig
a blade with an ant

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

blink
bluff
blimp
block

8 Read the make-up words.

blad blef blig blom

9 Draw a line from the puzzle phrase to the picture it matches.

a blimp in a blender
a block on a pig
a blade with an ant

174

Lesson 37 - Consonant Blend br

Overview:

- Review names and sounds of the alphabet letters
- Review the consonant digraphs
- Review Phonetic Rule
- Review Silent **e** Rule
- Introduce **br**

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 1: *No Snakes for Me*


Teaching Tips:

When introducing consonant blends, emphasize that two letter sounds are blended into one sound. Use pictures of **broom** and **bride** as examples. Discuss the pictures, their meaning and beginning sounds. Use the white board to demonstrate using the blends followed by a short vowel and a long vowel.

Activity 1. Introduce the consonant blends as two consonants—**b** and **r**—blended into one sound. Use pictures **bridge** and **brush** as examples. Use the white board to demonstrate the blend **br** as the beginning sound when adding the remaining part of the word. Have the student put a circle around the pictures that starts with the sound of **br**.

Pictures: **brick, bridge, branch, shed**
brim, clamp, brush, brake

LESSON 37
Consonant Blend br

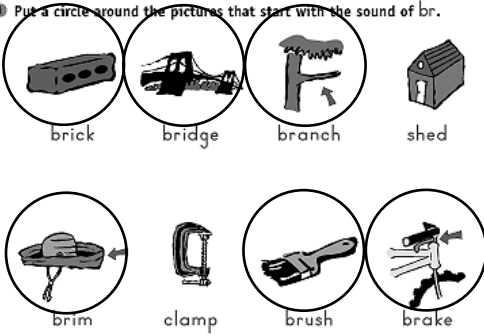


broom

bride

The consonant blend br is used at the beginning of a word.
The br makes the sound we hear at the beginning of brake.

1 Put a circle around the pictures that start with the sound of br.



brick bridge branch shed

brim clamp brush brake

175

Activity 2. Use the white board to practice printing the blend with both capital **B** and lowercase **b**. Have the student practice printing **Br** with a capital **B**.

Activity 3. Practice printing **br** with lower-case letters.

Activity 4. Review the Silent **e** Rule. Read the words together to establish the ones that have the long **a** sound. Have the student cross out the silent **e** and put a straight line over the vowel.

Words: **brake, broke, blast, brave, brand**

Activity 5. Study the pictures below. Discuss the meaning for vocabulary development. Have the student determine if the picture begins with the sound of **br**. If so, print **br** below the picture.

Pictures: **bride, branch, ship**

Activity 6. Read the sentence together. Have the student print the sentence on the line below.

Sentence: **Brad had a little brush.**

Activity 7. Read the sentences together and discuss the meaning. Have the student draw a line to match the picture.

Pictures: **The brick is red.**
Blake has a brush.
Brad broke the vase.
Tom is brave.

Activity 8. Read the puzzle sentences together. Have the student draw a line from the puzzle sentence to the picture it matches.

Pictures: **Brad's pen is on his lips.**
Dan's cat sits on a brush.
Chad's leg is on a big branch.
Mom's cup is black.

Activity 9. Read the make-up words.

Make-up Words: **bram, bref, brib, brun**

LESSON 37
Consonant Blend br

1 Practice printing the consonant blend Br using capital B.

Br




2 Practice printing the consonant blend br using lower case letters.

br

3 Read the words. If they have a long vowel sound, cross out the silent e and put a straight line over the vowel.

brāk~~e~~ brōk~~e~~ blast brāv~~e~~ brand

4 Look at the pictures below. Print br below the picture if it begins with the br sound.

bride branch

5 Print the sentence.





Brad had a little brush.

Brad had a little brush.





176

LESSON 37
Consonant Blend br

7 Read the sentences. Draw a line from the picture to the sentence it matches.

 Brad broke the vase.
 Tom is brave.
 Blake has a brush.
 The brick is red.

8 Draw a line from the puzzle sentence to the picture it matches.

 Dan's cat sits on a brush.
 Mom's cup is black.
 Brad's pen is on his lips.
 Chad's leg is on a big branch.

9 Read the make-up words.

bram bref brib brun

177

Activity 10. Use the white board to practice printing blends **br** and **bl**. Have the student spell the words on the board and then in the workbook.




Words/pictures: (**br**)ick, (**br**)ush, (**bl**)ock

Activity 11. Read the words and sentences together. Have the student choose words from the word bank that make the sentences complete. Use the pictures as clues.

1. Tom had the (**brick**) in his hands.
2. Sam can (**brush**) the dog.
3. The (**block**) was on the bed.
4. The (**bride**) ran to the path.

LESSON 37
Consonant Blend br





10 Spell the words under the pictures.

brick
brush
block

11 Finish the sentences below with a word from the word bank.

brush bride block brick

1. Tom had the brick in his hand. 
2. Sam can brush the dog. 
3. The block was on the bed. 
4. The bride ran to the path. 

178

Lesson 38 - Consonant Blend cl

Overview:

- Review names and sounds of the alphabet letters
- Review consonant digraphs
- Review Phonetic Rule
- Review Silent **e** Rule
- Introduce Consonant Blend **cl**

Material and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 1: *Cool Off*


Teaching Tips:

When introducing consonant blends, emphasize that two letters sounds are blended into one sound. The picture of **clown** can be used as an example of the sound. Use the white board to demonstrate the use of the blend **cl** with the vowels following.



Activity 1. Review the Short Vowel Rule and the Silent **e** Rule. Use the white board to demonstrate the use of the short vowels following **cl**: **cla**, **cli**, **cle**, **clo**, **clu**. Have the students put a circle around the pictures that start with the sound of **cl**.

Pictures: **clock**, **candle**, **clown**, **ship**
clip, **cloth**, **clamp**, **camp**

LESSON 38
Consonant Blend cl




clam




clown

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


① Put a circle around the pictures that start with the sound of **cl**.




clock




candle




clown




ship




clip



cloth



clamp



camp

179

Activity 2. Use the white board to practice printing the blend with both capital **C** and lowercase **c**. Have the student practice printing **Cl** with a capital **C**.

Activity 3. Practice printing **cl** with lower-case letters.

Activity 4. Study the pictures below. Discuss the beginning sound of each. Have the student complete the spelling of the word below the picture by printing the beginning sound.

Pictures: **clock, cake, clap**
club, cliff, clown

Activity 5. Read the make-up words.

Make-up Words: **clup, clis, clof, clen, clid**

Activity 6. Study the pictures and discuss the meaning. Review the beginning blends and consonant digraphs. Have the student put a circle around the letters that make the beginning sound you hear.

Pictures: **clown, blimp, branch, clock**
brick, blast, clam, black
thumb, shoes, chain, ship
thermometer, chicken, shed, thimble

LESSON 38
Consonant Blend cl

1 Practice printing Cl with a capital C.

2 Practice printing cl with lower case letters.

3 Look at the pictures below. Print the beginning sound below the picture if it begins with the cl sound.

4 Read the make-up words.

clup clis clof clen clid

180

LESSON 38
Consonant Blend cl

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

181

Activity 7. Study the pictures and discuss the meaning of each. Have the student review the choice of beginning sounds. Then print the beginning sound for each word below the pictures.

Pictures: **thimble, brick, church**
whistle, clock, shoe
white, blade, wheel

Activity 8. Study the pictures and discuss the meaning of each. Have the student draw a line from the picture to the word it matches.

Pictures: **clock, clamp, cloth, clip, clam**


Activity 9. Read the sentence together. Student will print the sentence on the lines below.

Sentence: **Sam can clap for Chad.**


LESSON 98
Consonant Blend cl

7 Print the beginning consonant blends for each word below the picture.


bl cl wh th ch sh br



thimble brick church



whistle clock shoe

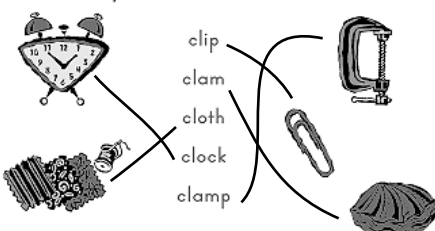


white blade wheel

182

LESSON 98
Consonant Blend cl

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



clip
clam
cloth
clock
clamp

9 Write the sentence below.

Sam can clap for Chad.

Sam can clap for Chad.

183

Activity 10. Have the student identify all the pictures and discuss their beginning sound. Practice printing on the board the beginnings and endings separately. Then have the student spell the words under the pictures in the workbook.

Pictures: **block, black, blast**
blink, blade, Blake

Activity 11. Use the white board for review of the consonant digraph sounds and the consonant blend **bl** sound. Discuss the pictures and the beginning sound of each from a choice of beginning sounds.

Pictures: **Blake, whale, thank, blade**
block, ship, chair, blink

10 Spell the words under the pictures.



block



black



blast

block black blast



blink



blade



Blake

blink blade Blake

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



(b) th wh



bl th (wh)



bl (th) wh



(b) th wh



(b) ch sh



bl ch (sh)



bl (ch) sh



(b) ch sh

Lesson 39 - Consonant Blend cr

Overview:

- Review consonant digraphs and blends
- Review Phonetic Rule
- Review Silent **e** Rule
- Introduce Consonant Blend **cr**
- Review alphabetizing

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Alphabet flow chart
- Alphabet puzzle
- Reader 1: *The Crab Story*

Teaching Tips:

Demonstrate the correct sound of **cr**.


A picture of a crown can be used as an example of the sound. Use the white board to demonstrate the use of the blend **cr** with the vowels following.

Activity 1. Review the Short Vowel Rule and the Silent **e** Rule. Use the white board to demonstrate the use of the short vowels following **cr**: **cra**, **cre**, **cri**, **cro**, **cru**.



Indicate that the Silent **e** Rule is used as in **crane** and **crate**. Have the student put a circle around the pictures that start with the sound of **cr**.

Pictures: **crust**, **clock**, **crib**, **crate**
chest, **cross**, **crane**, **crack**

LESSON 39
Consonant Blend **cr**



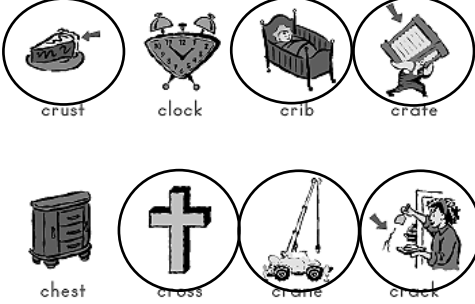
cry



crab

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

Put a circle around the picture that starts with the sound **cr**.



crust clock crib crate

chest cross crane crack

185

Activity 2. Use the white board to practice printing the blend with both capital **C** and lowercase **c**. Have the student practice printing **Cr** with a capital **C**.

Activity 3. Practice printing **cr** with lower case letters.

Activity 4. Study the pictures and discuss the meaning. Have the student circle the letters that make the beginning sound you hear.

Pictures: **cl**ap, **cr**ust, **cr**ib, **cl**og

Activity 5. Use the alphabet flow chart and puzzle to locate placement of words. On the white board print the letters **a, b, c, d, e, f**, spaced apart. Then read the words together and have the student print the word under the appropriate letter. As soon as the student is familiar with the idea, have him print the words in alphabetical order in the workbook.

Words: **elephant, fish, clock, dog**

Activity 6. Study the pictures and discuss the meaning. Have the students choose the correct beginning sound and print it in the space below the picture to complete spelling the word.

Pictures: **sheep, cross, whistle**
brand, clamp, black

Activity 7. Read the make-up words.

Make-up Words: **crade, cren, crif, croz, crub**

LESSON 39
Consonant Blend cr

1 Practice printing Cr with a capital C.

2 Practice printing cr with lower case letters.

3 Circle the letters that make the beginning sound you hear.

4 Write the words in alphabetical order.

186

LESSON 39
Consonant Blend cr

1 Print the beginning consonant blends for each word below the picture.

2 Read the make-up words.

187

Activity 8. Read the sentences and words in the word bank together. Discuss the appropriate word to complete the sentence. Have the student print the words to complete the sentences in the workbook

- Sentences: 1. The **(clam)** had a shell.
 2. Blake can **(crawl)**.
 3. The **(crane)** was in the lake.

Activity 9. Study and discuss the pictures. Have the student finish spelling the words under the pictures by filling in the beginning consonant blend.

Words and Pictures: **crack**, **clip**, **crib**

Activity 10. Study the pictures and discuss the meaning for vocabulary development. Have the student print the beginning sound for each picture.




Pictures: **clown**, **crust**, **crate**
cream, **clock**, **crib**


Activity 11. Read the puzzle phrases together. Have the student draw a line from the puzzle phrase to the picture it matches.


Pictures: **a crack in the lake**
a crab with a cramp
a dog with a crutch
a crane with a crate


LESSON 99
Consonant Blend cr

1 Look at the pictures. Choose the correct word from the word bank to complete the sentences. Print the words on the lines below.




  

1. The clam had a shell. 

2. Blake can crawl. 

3. The crane was in the lake. 

2 Finish spelling the words under the pictures by filling in the beginning consonant blends.




  

crack clip crib




188

LESSON 99
Consonant Blend cr

10 Look at the pictures below. Print the beginning sound for each picture.


  


cl cr cr


  


cr cl cr


11 Draw a line from the puzzle phrase to the picture it matches.

a crack in the lake 

a crane with a crate 

a crab with a cramp 

a dog with a crutch 



189

Activity 12. Read and discuss the sentences together. Student will print the sentences on the lines below.

Mom will crush the crust.

Cram the crate with a crane.

The lad will crawl to cross the crag.

LESSON 39
Consonant Blend er

12 Write the sentences on the lines.

Mom will crush the crust.

Mom will crush the crust.

Cram the crate with a crane.

Cram the crate with a crane.

The lad will crawl to cross the crag.

The lad will crawl to cross the crag.

190

Lesson 40 - Review

Blends: cr, cl, br, bl

Overview:

- Review names and sounds of the alphabet letters
- Review consonant digraphs
- Review Phonetic Rule
- Review Silent **e** Rule
- Review consonant blends: **bl, br, cl, cr**

Material and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 1: *A Crow's Brunch*

Teaching Tips:

Use the white board to review the consonant blends that have been studied. Expand the review with short vowels and words ending in silent **e**. Use part of the review time to have the student think of other words starting with those sounds.

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

- Pictures: cr **clap, crust, crib, cross**
 cl **clock, clam, block, cloth**
 br **branch, crate, brick, bridge**
 bl **crane, black, blast, block**

Activity 2. Read the words in the word bank together. Have the student print the words in the row that is marked with the correct beginning sound.

- Words: br **brake, brad**
 bl **black, blue**
 cr **crate, crop**
 cl **clap, clock**

Activity 3. Study the pictures and discuss their meaning. Have the students draw a line from the picture to the word it matches.

LESSON 40
Review: Blends cr, cl, br, bl

1 Put a circle around each picture in the row that starts with the given sound.

191

LESSON 40
Review: Blends cr, cl, br, bl

2 Print the words from the word bank on each row that is marked with the beginning sound.

brake	black	brad	blue
crate	clap	crop	clock

br _____ brake _____ brad _____

bl _____ black _____ blue _____

cr _____ crate _____ crop _____

cl _____ clap _____ clock _____

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

192

Pictures: **brake, crab, crutch, clap, blade**

Activity 4. Discuss the pictures. Have the student practice spelling the words on the white board and then spell the beginning sounds to complete the word in the workbook.

Words: **clamp**, **crate**, **bride**
black, **ship**, **thin**

Activity 5. Read the puzzle sentences together. Have the student draw a line from the puzzle sentence to the picture it matches.

Pictures: **a clam on a clock**
a brush on a bridge
a branch on a cross
a blimp on a block

Activity 6. Read one word from each box. Have the student circle the correct word.

Words: **brake**, **brave**, **blade**
black, **blade**, **blast**
crate, **crack**, **crib**
clam, **clock**, **clash**

Activity 7. Study at the pictures and discuss their meaning. Have the student complete each word by spelling the **ending** consonant digraph.

Pictures: **fish**, **brush**, **math**

Activity 8. Discuss question sentences and question marks. Use the white board to have the student practice printing his name. Read the question sentence together. Again, mention the use of capital letters for a person's name. Have the student print the question sentence on the lines and then the answer the question by printing his name on the next set of lines.

Activity 9. Read the make-up words.

Make-up Words: **clob**, **crob**, **blom**, **brom**,
clof

LESSON 40
 Review: Blends er, el, br, bl

4 Spell the words below the picture by printing the beginning sounds.

clamp crate bride
 black ship thin

5 Draw a line from the puzzle phrase to the picture it matches.

a clam on a clock
 a branch on a cross
 a blimp on a block
 a brush on a bridge

193

LESSON 40
 Review: Blends er, el, br, bl

6 Circle the words your teacher reads.

brake	brave	blade	black	blade	blast
crate	crack	crib	clam	clock	clash

7 Spell the words below the pictures by printing the ending sounds.

fish brush math

8 Write the sentences below. Be sure to use a capital letter to begin the sentence and a question mark or period at the end of the sentence.

What is your name?
 What is your name?
 My name is _____.
 My name is _____.

9 Read the make-up words.

clob crob blom brom clof

194