

Horizons

Phonics and Reading

1

Teacher's Guide

Author: Polly A. Wood, M.A.

Editor: Alan L. Christopherson, M.S.

Alpha Omega Publications, Inc. • Rock Rapids, IA

Permission to print copies of this PDF is given only to those who have purchased the materials and are awaiting the arrival of a shipment.
The printed copies and this PDF may not be sold or redistributed.

© MMI by Alpha Omega Publications, Inc. ® All rights reserved.
804 N. 2nd Ave. E., Rock Rapids, IA 51246-1759

No part of this publication may be reproduced, stored in an electronic retrieval system, or transmitted in any form by any means — electronic, mechanical, photocopy, recording or otherwise—without the prior written permission of Alpha Omega Publications, Inc. Brief quotations may be used in literary review. All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates', and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

Printed in the United States of America

ISBN 978-0-7403-0326-5

Table of Contents

Introduction	1
The Student Workbooks	2
The Readers	2
Lesson Preparation	3
Additional Resources	3
Curriculum Overview	5
Lesson List	7
Scope & Sequence	13
Reading: The First Chapter In Education	15
Lesson Plans	21
Teacher Resources	375
Alphabet Flashcards	377
Phonics Rules Flashcards	403

Test 2

Lessons 11-20

Instructions:

Have the student name the pictures in the test. Review the correct way to mark short and long vowel sounds in words. Review the definition of a compound word. Practice compound words, if necessary. Review the definition of the word plural. Review the rules for suffixes that were presented in the lessons. Review the definition for base word. Review the rule for vowel pairs. The teacher should be available to answer any questions that the student may have during the test.

Activity 1. Instruct the student to **write the entire word** and place the correct diacritical markings.

Activity 2. Read the instructions and the words with the student.

Words: **back** **yard**
 mail **box**
 sun **shine**
 sail **boat**
 cup **cake**
 to **day**

What do you remember? Set 2 Lesson 11-20 Name: _____

1 Look at each picture. Write and mark the vowel sound for each picture.

		
būs	căt	trā'n
		
lēaf	trēē	sēal

2 Write the two words that make up each compound word.

backyard	back	yard	
mailbox	mail	box	
sunshine	sun	shine	
sailboat	sail	boat	
cupcake	cup	cake	
today	to	day	

© Horizons Phonics & Reading Grade 1 Teacher's Guide

Activity 3. Read the singular words with the student, and instruct him to write the plural forms on the lines next to the words.

Words: **dresses, foxes, wolves**
brushes, classes, churches

Activity 4. Read the words with the student, and instruct him to write the base words on the lines.

Words: **jump, tall, farm, use, safe, shine**
hot, hop, pet, hide, bake, chase

Activity 5. Review the instructions with the student.

Underlined words:

1. **paint**
2. **painted, pie**
3. **pie, real, eat**
4. **play**

3 Write the plural form of each word.

dress	dresses	brush	brushes
fox	foxes	class	classes
wolf	wolves	church	churches

4 Write the base word for these words with suffixes.

jumping	jump	hottest	hot
taller	tall	hopped	hop
farmer	farm	petting	pet
used	use	hiding	hide
safest	safe	baker	bake
shining	shine	chasing	chase

5 Read each sentence. Underline the words containing the vowel pairs oo, oo, oo, oo, oo or ee.

1. Jill likes to paint.
2. She painted a picture of a pie.
3. The pie looked so real, she wanted to eat it!
4. After that, she went outside to play.



© Horizons Phonics & Reading Center / Teacher's Guide

Lesson 21 - Vowel Digraphs

au, aw, ea, ei, ew, oo, Consonant Blend fl

Overview:

- Identify vowel digraphs in sentences
- Put vowel digraphs in correct categories by sound
- Read and complete sentences and a story
- Add consonant blend **fl** to words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *Paul's Book*

Teaching Tips:

Review the rule about vowel digraphs. Illustrate different digraphs on the white board or chalkboard. Ask the students for examples of each. Differentiate between a vowel pair, which says the long vowel sound of the first vowel, and a vowel digraph in which two vowels make a short vowel sound or a special sound all their own. NOTE: The vowel pair **ea** may also be categorized as a vowel digraph when it has the short **ĕ** sound as in **head** or **bread**.

Activity 1. Go over the rule again. Help the student read the sentences. The student will circle the words that have the vowel digraphs **oo**, **ea**, **aw**, **au**, or **ei**.

Words to be circled:

1. **looked, saw, noon**
2. **read, eight, book**
3. **cool, new, sweater**
4. **stood, saw, flew, overhead**

Activity 2. Help the student read the words in the list as necessary. Make word cards for the words that are still unknown to the student. The student will write the words from the list in the correct categories.

- oo** as in good: **book, took, look**
- oo** as in cool: **pool, school, tool**
- ea** as in head: **bread, dread, heavy**

Activity 3. Assist the student as necessary in reading the sentences and the word choices. Instruct the student to complete each sentence by writing the correct word on the line.
(Optional: You may have the student circle the other words with vowel digraphs: **shawl, head, Paul, food, good**)

Sentences:

1. **She threw the shawl over her head.**
2. **Did Paul chew his food?**
3. **The stew was very good on a cold day.**

Activity 4. Help the student read the unfinished story and the words in the list. Make word cards as necessary. The student will use the words from the list to complete the story.

Story:

I like to read books. They are good. When I crawl into bed at night, my mom reads to me. I yawn when the story is done because I am tired. I look forward to reading another one!

Activity 5. Review the consonant blend rule. Have the student add **fl** to each of the words and read them aloud.

Words: **flag, flew, flap, flat**
flop, flaw, flood, flip

3 Choose the correct word to complete each sentence. Print the words on the lines.

1. She threw the shawl over her head.
than threw

2. Did Paul chew his food? 
head chew

3. The stew was very good on a cold day.
stew year

4 Read the story. Complete the story using words from the list.

Word List

good look books crawl yawn

I like to read books. They are good.

When I crawl into bed at night, my mom reads to me. 

I yawn when the story is done because I am tired.

I look forward to reading another one!

5 Add **fl** to each of the words below, then read the words to your teacher.

fl ag fl ew fl ap fl at

fl op fl aw fl ood fl ip

© Horizons Phonics & Reading Center | Student Book 100

Lesson 22 - Review: Vowel Pairs & Vowel Digraphs

Overview:

- Put words into correct categories
- Write a story using words from list
- Read story and answer questions using words from story
- Word search puzzle

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Story: *The Rainy Day*

Teaching Tips:

Review the vowel pair and vowel digraph rules. Give examples of each on the white board or chalkboard. Ask the student for examples of each. Emphasize that the vowel pair **ea** can also be a vowel digraph when it has the short sound as in **head**.

Activity 1. Help the student read the words from the list as necessary. The student will put the words into the correct categories.

- Vowel Pairs: **rain, street, tie, say, eat**
 Vowel Digraphs: **head, book, saw, caught, weigh**

Activity 2. Help the student read the words in the list as necessary. The student will write a short story, using some of the words in the list. Help the student with writing and spelling as necessary. Emphasize correct capitalization and punctuation.

Activity 3. Have the student draw a picture about the story he has written.

Lesson 22
 Vowel Pairs & Vowel Digraphs
 Name: _____

Rules:
 A vowel pair has two vowels put together to make one long vowel sound. The first vowel makes the long sound, and the second vowel is silent.
 A vowel digraph has two vowels put together in a word that make a long or short sound or have a special sound all their own.

1 Write the words from the list in the correct categories.

Word List
 rain tie book saw weigh
 street head say caught eat

Vowel Pairs
 rain
 street
 tie
 say
 eat

Vowel Digraphs
 head
 book
 saw
 caught
 weigh



2 Write a short story using words from the list below.

Word List
 boat wheel book saw eight
 play eat ready laundry

3 Draw a picture about your story.



Activity 4. Assist the student as necessary in reading the story and the questions. The student will write the answers to the questions using words from the story.

Answers:

1. **soccer**
2. **Rams**
3. **Friday**
4. **goal keeper**
5. **eight**

Activity 5. Help the student read the words in the list. The student will find and circle the words from the list in the puzzle.

4 Read the story and answer the questions below by using words from the story.

Jim likes to play soccer. His team is called the Rams. They practice every Friday afternoon after school. Jim is the goal keeper for his team. He guards the net to make sure that the other team does not get a goal.



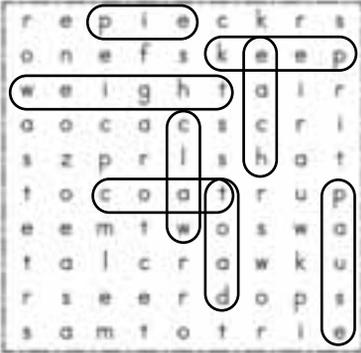
The team plays their games on Saturday mornings. One time, they made eight goals in a game! Jim did a good job of guarding his team's net that day. The other team made only three goals.

1. What sport does Jim play? soccer
2. What is the name of his team? Rams
3. On what day of the week do they practice? Friday
4. What position does Jim play? goal keeper
5. How many points did Jim's team score in one of their games. eight

© Horizons Phonics & Reading, Inc. / Good and Beautiful, Inc.

5 Word Search - Find and circle the words in the puzzle. Look for the words that are in the list below.

coat	food	keep	weight
pie	claw	each	point




© Horizons Phonics & Reading, Inc. / Good and Beautiful, Inc.

Lesson 23 - Consonant Digraphs bt, ph, Consonant Blends dr, gr

Overview:

- Categorize **ph** and **bt** digraphs
- Sentence completion
- Add consonant blends **gr** and **dr** to words
- Auditory recognition of beginning consonant blends **br**, **cr**, **dr**, and **gr**

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Elephant at the Zoo*

Teaching Tips:

Differentiate between a consonant digraph and a consonant blend. A consonant digraph is two vowels that combine to make their own sound (as in **phone**) or one consonant that speaks while the other is silent (as in **doubt**). Illustrate examples on the board. Review the rule for consonant blends before having the student complete Activity 3. Help students read the words and sentences in the lesson as necessary. Identify the pictures in Activity 4.

Activity 1. Help the student read the words in the list. The student will write the words in the correct categories.

Digraph **ph**: **cell phone, digraph, elephant**
Digraph **bt**: **doubt, subtle**

Lesson 23
Consonant Digraphs
bt, ph
Consonant Blends dr, gr

Name: _____

Rules:
In consonant digraph bt, the b is silent and the t is pronounced as in doubt and subtle.
Consonant digraph ph makes the /f/ sound as in phone and elephant.

1. Write the words from the list in the correct categories.

Word list
cell phone doubt digraph subtle elephant

Digraph ph
cell phone
digraph
elephant

Digraph bt
doubt
subtle

2. Read each sentence. Choose the word that completes the sentence and write it on the line.

1. Jack had no _____ that he would have fun at the party.
with doubt

2. He called his friend Jim on the _____.
fun cell phone

3. Jim's phone was shaped like an _____.
wheel elephant

Activity 2. Help the student read the sentences and the word choices. Have the student underline the word that completes each sentence and write the word on the line.

Sentences:

1. **Jack had no doubt that he would have fun at the party.**
2. **He called his friend Jim on the cell phone.**
3. **Jim's phone was shaped like an elephant.**

Activity 3. Review the consonant blend rule. Instruct the student to add **gr** to each of the words and read the words aloud.

Words: **grill, grab, grip, grub**
grain, great, grope, gripe

Activity 4. Instruct the student to add **dr** to each of the words and read the words aloud.

Words: **drill, drab, drip, drain**
drink, drew, drive, draw

Activity 5. Identify the pictures and say the name of each picture. Have the student listen to see which consonant blend begins each word. Have the student circle the correct consonant blend for each picture.

Pictures: **brown, crib, grave, drain**
brick, grass, drum, grill

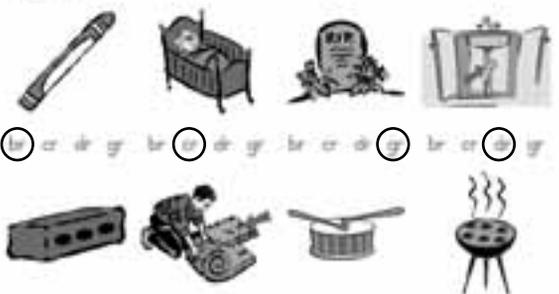
3 Add **gr** to each of the words below, then read the words to your teacher.

gr ill gr ab gr ip gr ub
gr ain gr eat gr ope gr ipe

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

dr ill dr ab dr ip dr ain
dr ink dr ew dr ive dr aw

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



br cr dr gr br cr dr gr br cr dr gr br cr dr gr
br cr dr gr br cr dr gr br cr dr gr br cr dr gr

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

Overview:

- Mark consonants in words
- Cross out silent consonants

Materials and Supplies:

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

Teaching Tips:

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

Activity 1. Help the students read the words in this activity. Define any of the words with which the students are unfamiliar. Before completing the activity, ask the students to identify another consonant digraph that appears in the words (ph).

diaphragm: Circle **d, p, h, g, m** – cross out the **g**

column: Circle **c, l, m, n** – cross out the **n**

solemn: Circle **s, l, m, n** – cross out the **n**

phlegm: Circle **p, h, l, g, m** – cross out the **g**

Activity 2. Review the consonant blend rule.

Have the student add **gl** to each of the words and read them aloud.

Words: **glad, glass, glop, glen**

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

Name: _____

Rules:

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

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

column solemn diaphragm phlegm

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

gl ad gl ass gl op gl en

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

ff pp gg ff pp gg ff pp gg

Horizons Phonics & Reading Grade 1 Teacher's Guide 27

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

Pictures: **glass, spider, glad, globe**

Lesson 25 - Review: Consonant Digraphs & Consonant Blends

Overview:

- Identify consonant digraphs in words
- Sentence completion
- Add **ch** or **tch** to words
- Auditory recognition of consonant digraphs and consonant blends

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Story: *Brenda's Phone*

Teaching Tips:

On the white board or chalkboard, review the rules for consonant digraphs. Stress the difference between consonant digraphs and consonant blends. Ask for examples of each. Go over any word cards that were made for Lessons 23–24.

Activity 1. Review the meanings of the unfamiliar words. Instruct the student to circle the consonant digraphs in each word.

Digraphs:	column:	mn
	elephant:	ph
	phone:	ph
	doubt:	bt
	phlegm:	ph, gm
	match:	tch
	patch:	tch
	diaphragm:	ph, gm
	much:	ch

Lesson **25** Title: Consonant Digraphs & Consonant Blends Name: _____

1 Circle the consonant digraphs in each of the words below.

colmn
 elphant
 cellphone

dobt
 aphlgm
 mach

pch
 diphraggm
 mch

2 Read each sentence. Choose the word that completes the sentence and write it on the line.

1. Mike had no doubt that his team would win.
 doubt match
2. Mitch has a phone.
 phlegm phone
3. Add the numbers in the last column.
 diaphragm column
4. Dad needs a match to light the fire.
 match much
5. The tire on my bike is flat and needs a patch.
 patch much
6. We went to the zoo and saw a huge elephant.
 diaphragm elephant

© Horizons Phonics & Reading Grade 1 Teachers Guide

Activity 2. Help the student read the sentences and the word choices. If desired, you may have the student to underline the word that will correctly complete each sentence. The student will write the correct word on the line.

Sentences:

- 1. Mike had no doubt that his team would win.**
- 2. Mitch has a cell phone.**
- 3. Add the numbers in the last column.**
- 4. Dad needs a match to light the fire.**
- 5. The tire on my bike is flat and needs a patch.**
- 6. We went to the zoo and saw a huge elephant.**

Activity 3. Help the student identify the pictures. The student will add **ch** or **tch** to the words below the pictures and read the words aloud.

Words: **chin, catch, patch, match**

Activity 4. Help the student identify the pictures and listen for the consonant blend as you say the name of each picture. The student is to circle the consonant blend he hears.

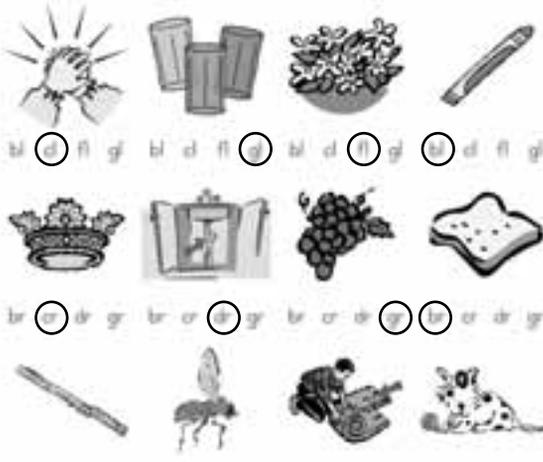
Pictures: **clap, glasses, flowers, blue crown, drain, grapes, bread flute, wasp, grass, Spot**

3 Look at the pictures. Finish the words under each picture by adding ch or tch.



chin catch patch match

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



bl d fl g bl d fl g bl d fl g bl d fl g

br dr gr br dr gr br dr gr br dr gr

fl d g w br d g w br d g w br d g w

© Horizons Phonics & Reading Grade 1 Teacher's Guide

Lesson 26 - Consonant Digraph ck, Ending Consonant Blends nd, nt

Overview:

- Add consonant digraph **ck** to words
- Sentence completion
- Add ending consonant blends **nd, nt** to words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Tick of the Clock*

Teaching Tips:

Review the rule for consonant digraph **ck**. Stress the difference between consonant digraphs and consonant blends. Review all the words and identify the pictures in the lesson. Make word cards as necessary.

Activity 1. Assist the student in identifying the pictures. The student will add the consonant digraph **ck** to the end of each of the words and read the words aloud.

Words: **back, clock, chick**
stick, duck, rock
pack, check, truck

Lesson 26 Consonant Digraph ck, Ending Consonant Blends nd, nt Name: _____

Rule:
A consonant digraph is two consonants that stay together to make their special sound. In consonant digraph ck, the k is pronounced and the c is silent as in clock and check.

1 Look at the pictures. Finish the word under each picture with the ending consonant digraph ck.

 ba ck	 clo ck	 chi ck
 sti ck	 du ck	 ro ck
 pa ck	 che ck	 tru ck

Horizons Phonics & Reading Grade 1 Teacher's Guide

Activity 2. Help the student read the sentences and the word choices. Instruct the student to underline the word that will correctly complete each sentence and write the word on the line.

Sentences:

1. **The boy went back to see his dog.**
2. **He needed to check on him.**
3. **He looked at the clock.**
4. **The clock had a crack in it.**

Activity 3. Discuss the consonant blend rule for **nd** and have the student think of examples. Instruct the student to add **nd** to each of the words and read them aloud.

Words: **bend, send, bond, fond**
hand, fund, tend, band

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

Words: **cent, hint, pant, vent**
hunt, sent, plant, bent

2 Read each sentence. Underline the word that completes the sentence. Write it on the line.

1. The boy went back to see his dog.
back now

2. He needed to check on him.
can check

3. He looked at the clock.
clock come

4. The clock had a crack in it.
path crack

3 Add **nd** to each of the words below, then read the words to your teacher.

bend send bond fond
hand fund tend band

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

cent hint pant vent
hunt sent plant bent

48 Horizons Phonics & Reading Grade 1 Teacher's Guide

Lesson 27 - Consonant Digraph gh, Consonant Blends ng, nk

Overview:

- Word/picture matching
- Sentence completion
- Auditory recognition of digraph **gh** and ending consonant blends **ng, nk**

Materials and Supplies:

- Teacher’s Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Rough Road*

Teaching Tips:

Go over the rule. Help the student think of some more examples for each part of the rule.

Activity 1. Help the student read the words and identify the pictures. The student will draw lines to match the pictures with the words.

Pictures: **rock** **night**
 laugh **right**
 weigh

Lesson 27 Consonant Digraph gh, Consonant Blends ng, nk Name: _____

Rule:
 A consonant digraph is two consonants that stay together to make their special sound. Consonant digraph gh can make two sounds. The gh can be silent as in weigh and night. The gh can also make the /f/ sound as in laugh, rough, and tough.

1 Draw a line to match the pictures with the correct words.

2 Read each sentence. Underline the word that completes the sentence. Write the word on the line.

1. Sam and his dad went to the circus at night right rough tough

2. Sam's dad drove right rough tough up to the circus tent.

3. It wasn't tough right rough to find a parking space.

4. Sam laughed right rough at the clowns.

5. He liked the rough right rough way that they played.

Activity 2. Help the student read the sentences and the word choices. Instruct the student to underline the word that will correctly complete each sentence and write the word on the line.

Sentences:

- 1. Sam and his dad went to the circus at night.**
- 2. Sam's dad drove right up to the circus tent.**
- 3. It wasn't tough to find a parking space.**
- 4. Sam laughed at the clowns.**
- 5. He liked the rough way that they played.**

Activity 3. Help the student identify the pictures and listen for the consonant blend as you say the name of each picture. The student is to circle the ending consonant digraph or blend he hears.

Pictures: **sing, king, sink, laugh**
ring, tank, drink, wink

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

Words: **lung, gang, bang, wing**
sung, zing, song, hang

Activity 5. Discuss the consonant blend rule for **nk**, and have the student think of examples. Instruct the student to add **nk** to each of the words and read them aloud.

Words: **crank, honk, tank, wink**
dunk, bank, ink, junk

3 Look at the pictures. Circle the consonant digraph or blend that makes the ending sound you hear.

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

lung gang bang wing
sung zing song hang

5 Add **nk** to each of the words below, then read the words to your teacher.

crank honk tank wink
dunk bank ink junk

© Horizons Phonics & Reading Grade 1 Teacher's Guide

Lesson 28 - Review: Consonant Digraphs ck, gh, Consonant Blend sk

Overview:

- Crossword puzzle
- Sentence writing
- Auditory recognition of consonant digraph **sk**
- Alphabetical order
- Story completion

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Circus*

Teaching Tips:

Review the rules. Go over examples of each rule using the chalkboard or white board. Go over word cards as necessary. Discuss alphabetical order and give examples of simple words on the chalkboard or white board. Ask the student to tell you which word comes first, second, etc.

Activity 1. Review the words in the list. Help the student read the crossword puzzle clues. Assist the student as necessary with the crossword puzzle.

- Across: **1. night**
 2. clock
 4. rough
- Down: **1. neck**
 3. laugh

Activity 2. Assist the student in reading the words in the word list as necessary. Instruct the student to use as many of the words in the list as possible to write three sentences. Remind the student to observe proper capitalization and punctuation.

Activity 3. Discuss the consonant blend rule for **sk**, and have the student think of additional examples. Identify the pictures, and instruct the

Lesson **28** Date: _____
 Student Reads at _____
 the _____ Book at _____

Rule Review:
 Consonant digraph **gh** can make two sounds. The **gh** can be silent and can also make the /**g**/ sound. In consonant digraph **ck**, the **k** is pronounced and the **c** is silent.
 When two consonants are together at the end of a word, we blend them together as in **neck** and **clock**.

1 Use the words from the list to complete the crossword puzzle.

neck clock laugh rough night

ACROSS:
 1. This is what comes after the ear and down.
 2. This tells you what time it is.
 4. This is the opposite of smooth.

DOWN:
 1. This is the part of your body that is below your head.
 3. This is what you do when you think something is funny.

© Good and Beautiful Book Co.

2 Write three sentences. Use some of the words from the list.

Word List
 bought check tick brought tick thought crack truck

1. _____
 2. _____
 3. _____

3 Look at the pictures. Finish the words under each picture by adding the ending consonant blend **sk**.

de sk tu sk ta sk ma sk

© Good and Beautiful Book Co.

student to add **sk** to each of the words. Have the student read the words aloud.

Words: **desk, tusk, task, mask**

Activity 4. Assist the student in reading the words in the word list as necessary. Have the student look at the first letter of each word to see which word should be listed first. Explain that the term “alphabetical order” also means “alphabet order.”

- Words: **1. ask**
2. bright
3. check
4. fight
5. laugh
6. neck
7. sink
8. tusk

Activity 5. Help the student read the unfinished story and the words in the list. Make word cards as necessary. The student will use the words from the list to complete the story.

Story:

Dawn liked to go to the circus. She thought that the clowns were funny. They made her laugh. They always played so roughly. They tumbled around and knocked each other down. They wore colorful collars around their necks. Dawn’s dad bought her some popcorn.

Put the words in alphabetical order.

Word List
ask laugh tusk check fight bright neck sink

1. ask
2. bright
3. check
4. fight
5. laugh
6. neck
7. sink
8. tusk

Horizon Phonics & Reading Level 1 Student Book 100

Use the words in the word list to complete the story.

Word List
necks bought laugh thought knocked roughly

Dawn liked to go to the circus. She thought that the clowns were funny. They made her laugh. They always played so rough. They tumbled around and knocked each other down. They wore colorful collars around their necks. Dawn’s dad bought her some popcorn.

Horizon Phonics & Reading Level 1 Student Book 101

Lesson 29 - Review: Consonant Digraphs gn, ch, tch, Consonant Blends mp, lp

Overview:

- Match pictures to words
- Complete words by adding consonant digraphs
- Match words to clues
- Add consonant blends **mp** and **lp** to words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Beaver*

Teaching Tips:

Assist the student as needed in reading the words and identifying the pictures in the lesson. Review the rules for consonant digraph **gn** and **ch**, and ask the student for examples. Review the consonant blend rule, and ask the student for examples of words with ending consonant blends **mp** and **lp**.

Activity 1. Help the student read the words and identify the pictures. Have the student draw lines to match the pictures to the words in the list.

Pictures:	chair	chin
	sign	gnaw
	chorus	catch

Letter **29** Name: _____

Focus: Consonant Digraphs gn, ch, tch, Consonant Blends mp, lp

Rules:

In consonant digraph **gn**, the **g** is silent and the **n** is pronounced as in **gnaw** and **gnaw**.
 Consonant digraph **ch** makes the beginning sound just like in **chew**. It can also make the **s** sound as in **chorus**.

1 Draw a line to match the pictures to the words.

2 Read the above words, then write the correct consonant digraphs in the blanks below.

cat_ ch	ch_ in	ch_ or
s_ gn	gn_ aw	ch_ orus

© Horizons Phonics & Reading Grade 1 Student Book Inc. 83

Activity 2. Instruct the student to look at the words in Activity 1 to complete this activity. Have the student complete the words by adding the correct consonant digraph. Have the student read the words aloud.

Words: **catch, sign, chin, gnaw, chair, chorus**

Activity 3. Help the student read the words in the word list and in the riddles. The student will select the correct answer from the word list for each riddle. NOTE: One of the words in the list is a “distractor” and is not an actual answer.

- Words: **1. chin** **4. chorus**
2. sandwich **5. gnaw**
3. sign

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

- Words: **lump, camp, limp, damp**
jump, bump, lamp, hump

Activity 5. Discuss the consonant blend rule for **lp**, and have the student think of additional examples. Instruct the student to add **lp** to each of the words and read them aloud.

- Words: **gulp, help, kelp, yelp**

3 Use the words from the list to answer the questions.

Word List	
sign	chin
chair	chorus
sandwich	gnaw

1. What is the part of your face below your mouth? chin

2. What would your mom put in your lunch box? sandwich

3. What is on a street corner and tells drivers to stop? sign

4. What is a group of singers called? chorus

5. What does a dog do to a bone? gnaw

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

lump camp limp damp

jump bump lamp hump

5 Add **lp** to each of the words below, then read the words to your teacher.

gu lp he lp ke lp ye lp

100 Horizons Phonics & Reading Grade 1 Student Book 100

Lesson 30 - Consonant Digraphs hn, kn

Overview:

- Word/picture matching
- Riddles
- Rhyming words
- Sentence writing

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *Sir John, the Knight*

Teaching Tips:

Review the consonant digraph rule for **hn** and **kn**. Ask for examples of other consonant digraphs that have been studied so far. Help the student identify the pictures and the words in the lesson.

Activity 1. Identify the pictures, and have the student draw lines from the pictures to the correct words.

Pictures: **knock** **knife**
 knee **John**
 knights **knot**

Lesson 30 Student Name: _____

Name: _____

Rules:
 In consonant digraph **kn**, the **k** is silent and the **n** is pronounced as in **knit**.
 In consonant digraph **hn**, the **h** is silent and the **n** is pronounced as in **knit**.

1 Draw a line to match the pictures to the words.

2 Use the words from the list to answer the riddles.

Words

knit knights knee John knife knot

1. You do this to make mittens or socks. What is it? knit

2. These men wore suits of armor. Who were they? knights

3. To make this, you need string or a rope. What is it? knot

© Horizons Phonics & Reading Grade 1 Student Book Inc.

Activity 2. Help the student read the words in the word list and the riddles. The student will use the words from the list to answer the riddles.

Words: **1. knit** **4. knee**
 2. knight **5. John**
 3. knot **6. knife**

Activity 3. Help the student read the words in the activity. The student will draw lines to match the words that rhyme.

Rhyming words: **shot/knot**
life/knife
right/knight
free/knee
row/know
sit/knit

Activity 4. Instruct the student to use at least four of the words from Activity 3 to write three sentences. Emphasize correct punctuation and capitalization.

4. This is the part of your leg that bends when you walk. What is it? knee

5. This is a boy's name. What is it? John

6. This used to cut things. What is it? knife

3 Draw lines to match the words that rhyme.

4 Write three sentences using at least four of the words from above.

1. _____

2. _____

3. _____

188 Horizons Phonics & Reading Grade 1 Student Book 1st

Activity 4. Read the words in the list with the student, and assist as needed with any words in the sentences.

Sentences:

1. **Jan had to check on her little brother.**
2. **There was a crack in the clock.**
3. **There are thirty sheep in the flock.**
4. **We went back to our house.**

Activity 5. Read the words in the list with the student.

Silent **gh**: **right**
high
night
weigh

Digraph **gh**: **rough**
enough
tough
laugh

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

Word List

flock back check crack

1. Jan had to check on her little brother.
2. There was a crack in the clock. 
3. There are thirty sheep in the flock. 
4. We went back to our house. 

5 Read the words in the word list. Put the words in the correct categories.

Word List

right rough night tough
high enough weigh laugh

Silent gh	Digraph gh makes f sound
right	rough
high	enough
night	tough
weigh	laugh

© Horizons Phonics & Reading, Inc. | Student Book 100

Lesson 31 - Consonant Digraph mb

Overview:

- Word/picture match
- Sentence completion
- Story writing

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Lamb Who Liked to Climb*

Teaching Tips:

Go over the rule. Have the student name each of the pictures in the activity. Make word cards as needed.

Activity 1. Have the student identify the pictures and draw a line to match the pictures with the words.

Pictures: **comb** **bomb**
 limb **climb**
 lamb

Lesson 31 Consonant Digraph mb Name: _____

Rule:
 In consonant digraph mb, the b is silent and the m is pronounced, as in comb and bomb.

1 Draw lines to match the pictures to the words.

2 Read each sentence. Underline the word that completes the sentence. Write the word on the line.

1. Mike needed to comb his hair.
 comb bomb

2. Jean likes to climb trees.
 climb comb

3. The tree limb broke.
 limb bomb

4. A baby sheep is called a lamb.
 lamb bomb

Activity 2. Help the student read the sentences and the word choices. Instruct the student to underline the word that will correctly complete each sentence and write the word on the line.

Sentences:

- 1. Mike needed to comb his hair.**
- 2. Jean likes to climb trees.**
- 3. The tree limb broke.**
- 4. A baby sheep is called a lamb.**

Activity 3. Have the student read the words in the word list. The student will write a short story using at least three of the words from the list. Help the student with ideas and spelling as necessary. Remind the student about correct punctuation and capitalization.

Activity 4. The student may use this space to draw a picture about his story.

3 Write a short story using at least three of the words in the word list.

limb	limb	climb	bomb	comb
------	------	-------	------	------

4 Draw a picture to go with your story.



100 Horizons Phonics & Reading Grade 1 Student Book-100

Lesson 32 - Consonant Blends

sc, scr

Overview:

- Word/picture matching
- Sentence completion
- Adding consonant blend **scr** to words
- Crossword puzzle

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Science Class*

Teaching Tips:

Help the student identify the pictures and the words in the lesson. Use the white board or chalkboard to review the rules for consonant blends **sc** and **scr**. Have the student give examples of each.

Activity 1. Have the student identify the pictures and draw a line to match the pictures with the words.

Pictures: **scene** **scent**
 scrape **scrap**
 scared

Lesson **32** Consonant Blends Name: _____

Rules:
 In consonant blend **sc**, if the **s** comes before **i, l**, or **y**, the **s** is silent and the **c** is pronounced, as in **scissors** or **scissors**. If the **s** comes before **a, o, u**, or a consonant, the **s** is pronounced and the **c** has the hard sound, as in **scared** and **scrap**.

1 Draw lines to match the pictures with the words.

2 Read each sentence. Underline the word that completes the sentence. Write the word on the line.

1. Jane's favorite class is science.

2. The scent of the rose is sweet.

3. The sunset was a pretty scene.

4. The bad dream scared the little girl.

Horizons Phonics & Reading Grade 1 Student Book 101

Activity 2. Help the student read the sentences and the word choices. Instruct the student to underline the word that will correctly complete each sentence and write the word on the line.

Sentences:

- 1. Jane's favorite class is science.**
- 2. The scent of the rose is sweet.**
- 3. The sunset was a pretty scene.**
- 4. The bad dream scared the little girl.**

Activity 3. Discuss the consonant blend rule for **scr** and have the student think of additional examples. Instruct the student to add **scr** to each of the words and read them aloud.

Words: **scrape, scrap, scratch, scam**

Activity 4. Review the words in the list. Help the student read the crossword puzzle clues. Assist the student as necessary with the crossword puzzle.

Across: **1. scene**

2. scrap

3. scent

Down: **1. scared**

2. scratch

3 Look at the pictures. Finish the words under each picture with the consonant blend **scr**.



ape _____ ap _____ atch _____ am _____

4 Use the words from the list to complete the crossword puzzle.

scene scratch scrap scent scared



ACROSS

- The actor was a **scene**.
- A small bit of cloth is a **scrap**.
- The man has a **scent**.

DOWN

- The boy dreamt **scared** his little girl.
- As he it makes you want to **scratch**.

© Horizons Phonics & Reading Center / Student Book 100

Lesson 33 - Review: Consonant Digraph wh, Consonant Blends pl, sl, sm

Overview:

- Picture naming
- Sentence completion
- Adding consonant blends **pl**, **sl**, and **sm** to words
- Auditory recognition of beginning consonant blends **pl**, **sl**, and **sm**

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *Jan's Wheel*

Teaching Tips:

Assist the student as needed in identifying the pictures and reading the words in the lesson. Review the rules for consonant digraphs and consonant blends. Ask students for examples of consonant digraph **wh** and consonant blends **pl**, **sl**, and **sm**.

Activity 1. Help the student identify each picture. Have the student write the correct name underneath each picture, using the words from the list.

Pictures: **wheat**, **wheel**, **white**, **whine**

Lesson **33** Enter _____
Consonant Digraph wh Name: _____
Consonant Blends pl, sl, sm

Rule Review:
The consonant digraph wh makes the sound you hear in *whip* and *when*.

1 Look at each picture. Write the name of each picture. Use the words from the list.

Word List
wheat
wheel
white
whine






wheat wheel white whine

2 Read each sentence. Underline the word that completes each sentence. Write the word on the line.

1. Jan did not know _____ to do.
what
where what

2. The _____ came off her bike.
wheel
what wheel

3. She did not know _____ it came off.
why
what why not

4. Her dad can fix it _____ he gets home.
when
what when why

© Horizons Phonics & Reading Grade 1 Student Book Inc. 93

Activity 2. Help the student read the sentences and the word choices. Instruct the student to underline the word that will correctly complete each sentence and write the word on the line.

Sentences:

- 1. Jan did not know what to do.**
- 2. The wheel came off her bike.**
- 3. She did not know why it came off.**
- 4. Her dad can fix it when he gets home.**

Activity 3. Discuss the consonant blend rule for **sl** and have the student think of additional examples. Instruct the student to add **sl** to each of the words and read them aloud.

Words: **slam, sled, slip, slug**
slid, slot, slit, slat

Activity 4. Help the student identify the pictures, circle the beginning consonant blend he hears in each word.

Pictures: **play, sleep, smile, plate**

Activity 5. Have the student add **sl** or **sm** to each of the words and read them aloud.

Words: **smile, slip, smell, sled**

Activity 6. Have the student add **pl** to each of the words and read them aloud.

Words: **plan, plop, plug, plot**

3 Add **sl** to each of the words below, then read the words to your teacher.

sl am sl ed sl ip sl ug
sl id sl ot sl it sl at

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



sl sm pl sl sm pl sl sm pl

5 Look at the pictures. Finish the words under each picture with the consonant blend **sl** or **sm**.



smile slip smell sled

6 Add **pl** to each of the words below, then read the words to your teacher.

pl an pl op pl ug pl ot

© Horizons Phonics & Reading Grade 1 Teacher's Guide

Lesson 34 - Consonant Digraph WR

Overview:

- Word/picture match
- Sentence completion
- Story completion

Materials and Supplies:

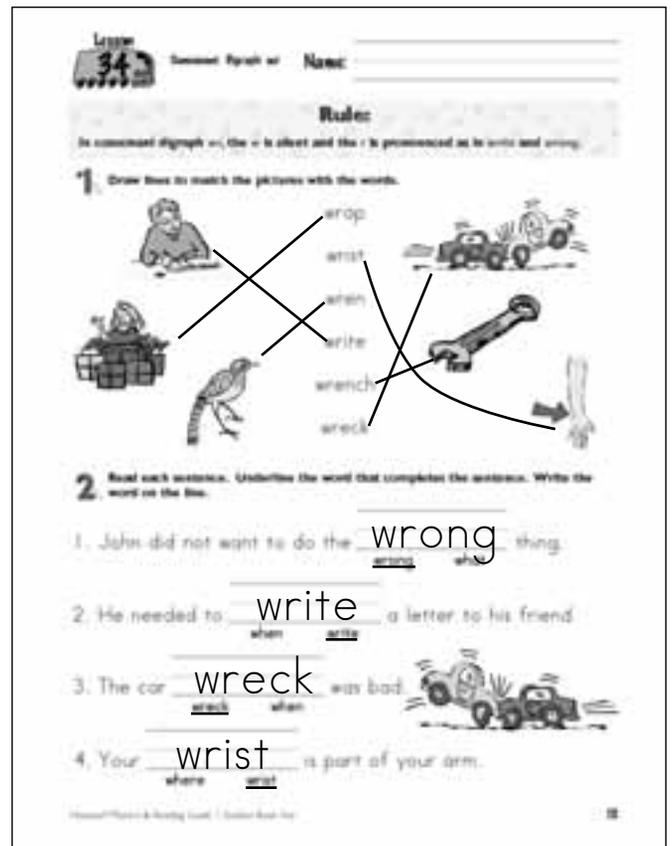
- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Wrong Present*

Teaching Tips:

Assist the student as needed in identifying the pictures and reading the words in the lesson. Review the rules for consonant digraph **wr**, and ask students for examples.

Activity 1. Have the student read the words and identify the pictures and draw a line to match the pictures with the words.

Pictures: **write** **wreck**
 wrap **wrench**
 wren **wrist**



Activity 2. Help the student read the sentences and the word choices. Instruct the student to underline the word that will correctly complete each sentence and write the word on the line.

Sentences:

- 1. John did not want to do the wrong thing.**
- 2. He needed to write a letter to his friend.**
- 3. The car wreck was bad.**
- 4. Your wrist is part of your arm.**
- 5. The wren had a nest in the tree.**
- 6. Dad fixed my bike with a wrench.**

Activity 3. Help the student read the unfinished story and the words in the list. Make word cards as necessary. The student will use the words from the list to complete the story.

Story:

I will write a note to Jim. I will tell him about the wren that made a nest in the tree. I will tell him that I had a wreck with my bike. The tire on the bike was wrong. My dad fixed it with a wrench.

5. The wren had a nest in the tree. 

6. Dad fixed my bike with a wrench. 

3 Use the words from the list to complete the sentences.

Word List

wren write wrench wreck wrong

I will write a note to Jim. I will tell him about the wren that made a nest in the tree. I will tell him that I had a wreck with my bike. The tire on the bike was wrong. My dad fixed it with a wrench.

© Horizons Phonics & Reading Level 1 Student Book 106

Lesson 35 - Review:

Consonant Digraphs gn, hn, kn, mb, wh, wr, ch

Overview:

- Auditory recognition of beginning sounds
- Sentence completion
- Story writing

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Wrong Sign*

Teaching Tips:

Review the rules from Lessons 30–34. Write examples for each rule, using the chalkboard or white board. Review word cards as necessary. Assist the student as needed in identifying the pictures and reading the words in the lesson.

Activity 1. Review each of the pictures and have the student write the correct beginning or ending consonant digraph in the space provided underneath each picture.

Pictures: **comb, sign, chair, whine**
chorus, knife, write, John

Lesson
35

Enter
Consonant Digraphs Name: _____

gn hn kn mb wh wr ch

Rule Review:

In consonant digraph gn, the g is silent and the n is pronounced.
 In consonant digraph hn, the h is silent and the n is pronounced as in John.
 In consonant digraph kn, the k is silent and the n is pronounced.
 In consonant digraph mb, the m is silent and the b is pronounced.
 In consonant digraph wh, the w is silent and the h is pronounced.
 In consonant digraph wr, the r is silent and the w is pronounced.
 Consonant digraph ch makes the hissing sound you hear in chair. It can also make the s sound as in chives.

1 Write the consonant digraph that completes each word.

gn	hn	kn	mb	wh	wr	ch
						
co_ mb	si_ gn	ch_ air	wh_ ine			
						
ch_ orus	kn_ ife	wr_ ite	Jo_ hn			

Horizons Phonics & Reading Grade 1 Student Book Page

Lesson 36 - Words with x

Overview:

- Sentence completion
- Picture naming
- Story completion
- Add the letter **x** to words

Materials and Supplies:

- Teacher’s Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Fox in the Box*

Teaching Tips:

Review the rules about the letter **x**. Ask if the student can think of any additional words that begin with the letter **x**. Very few words in our language begin with this letter. You may wish to have the student use a dictionary to count how many words start with **x**. Review the two sounds of the letter **x**. Assist the student as needed in identifying the pictures and reading the words in the lesson.

Activity 1. Help the student read the sentences and the word choices. Instruct the student to underline the word that will correctly complete each sentence and write the word on the line.

Sentences:

1. **Meg kept her toys in a box.**
2. **Meg’s mom can fix the car.**
3. **The fox chased a rabbit.**
4. **A suffix comes at the end of a word.**
5. **He cuts wood with an ax.**

Lesson 36 Words with x Name: _____

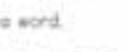
Rules:
When x comes at the end of a word, it usually is pronounced /s/ as in box and /ks/ as in fix. When x comes at the beginning of a word, it often makes the x sound as in xylophone. Very few English words begin with the letter x.

1 Read each sentence. Underline the word that completes the sentence. Write the word on the line.

1. Meg kept her toys in a box 

2. Meg's mom can fix the car. 

3. The fox chased a rabbit. 

4. A suffix comes at the end of a word. 

5. He cuts wood with an ax. 

2 Write the name of each picture.

ax box fox fix

Activity 2. Identify the pictures with the student, and instruct the student to write the name of the picture underneath in the space provided. The student may refer to Activity 1 if necessary.

Pictures: **ax, box, fox, fix**

Activity 3. Help the student read the unfinished story and the words in the list. The student will use the words from the list to complete the story. Some of the words will be used more than once.

Story:

A man with an ax went into the woods. He went to fix a box of wood to take home. He saw a fox run into the box to hide from a dog. The dog did not find the fox.

Activity 4. Instruct the student to add **x** to each of the words and read them aloud.

Words: **fax, boxes, fix, mix**
Max, fox, six, tax

3 Read the story. Write the words that complete the story on the lines. Use the words from the list. You will have to use some of the words two times.

Word List
ax fix box fox



A man with an ax went into the woods. He went to fix a box of wood to take home. He saw a fox run into the box to hide from a dog. The dog did not find the fox.

✎ Add x to each of the words below, then read the words to your teacher.

fa x bo x es fi x mi x
Ma x fo x si x ta x

100 Horizons Phonics & Reading Grade 1 Teacher's Guide

Lesson 37 - Beginning Consonant Blends pr, tr, fr, sn

Overview:

- Picture/word match
- Adding consonant blend **sn, fr** to words
- Auditory recognition of beginning consonant blends **pr, tr, fr**
- Picture naming

Materials and Supplies:

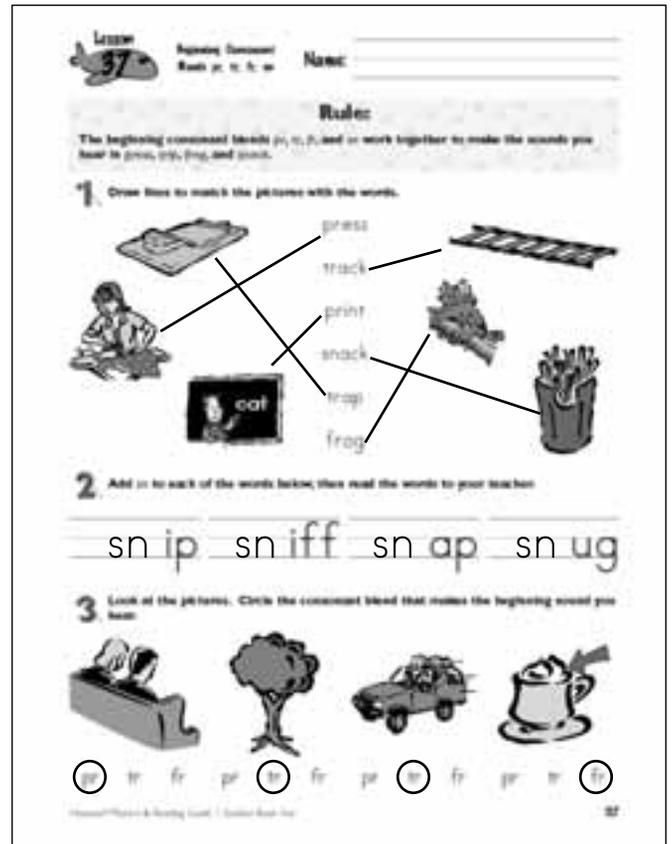
- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *Fred's Lesson*

Teaching Tips:

Assist the student as needed in identifying the pictures and reading the words in the lesson. Use the white board or chalkboard to review the rules for beginning consonant blends, and ask the student for additional examples.

Activity 1. Have the student identify the pictures and draw a line to match the pictures with the words.

Pictures: **trap** **track**
 press **frog**
 print **snack**



Activity 2. Discuss the consonant blend rule for **sn**, and have the student think of additional examples. Instruct the student to add **sn** to each of the words and read them aloud.

Words: **snip, sniff, snap, snug**

Activity 3. Review each of the pictures, and have the student circle the correct beginning consonant blend underneath each picture.

Pictures: **pray, tree, trip, froth**

Activity 4. Discuss the consonant blend rule for **fr**, and have the student think of additional examples. Instruct the student to add **fr** to each of the words and read them aloud. Remind the student that one of the words (Frank) is a proper name and needs to be capitalized.

Words: **froth, frog, Frank, fresh**

Activity 5. Identify the pictures with the student, and instruct the student to add the correct beginning consonant blend to the word underneath the picture.

Pictures: **snack, press, track, frost**
snip, trap, frog, print

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

fr oth fr og Fr ank fr esh

5 Look at the pictures. Finish the words under each picture by adding the correct consonant blend.

sn ack pr ess tr ack fr ost

sn ip tr ap fr og pr int

18 Horizons Phonics & Reading Grade 1 Student Book 1st

Lesson 38 - Contractions with Will & Not

Overview:

- Word/contraction match
- Print contractions to match words
- Sentence completion using contractions

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Story: *Jim Didn't Want to Go*

Teaching Tips:

Discuss how contractions are formed. Review the rule, and use the white board or chalkboard to demonstrate the formation of a contraction.

Activity 1. Have the student read all of the words in the activity and draw lines to match the contractions with the phrases from which they are made.

- Words:
- we'll/we will**
 - they'll/they will**
 - you'll/you will**
 - he'll/he will**
 - she'll/she will**
 - I'll/I will**

Lesson **38** Instruction with will & not Name: _____

Rule:

A contraction is a word that is made from two words. Two words are put together and one or more letters are left out. In contractions formed with the word will, an apostrophe (') is used in place of the letters that are left out. Examples: you will & you'll and I will & I'll. In contractions formed with the word not, an apostrophe (') is used in place of the letters that are left out. Examples: cannot & can't and could not & couldn't.

1 Draw lines to match the contractions with the groups of words from which they are made.

we'll	they will
they'll	he will
you'll	she will
he'll	I will
she'll	you will
I'll	we will

2 Write the correct contraction for each group of words.

I will	I'll	they will	they'll
she will	she'll	you will	you'll
he will	he'll	we will	we'll

© Horizons Phonics & Reading Grade 1 Teacher's Guide 38

Activity 2. Have the student read each of the phrases and write the correct contraction for each phrase.

- Words: **I'll, she'll, he'll, they'll, you'll, we'll**

Activity 3. Have the student read all of the words in the activity and draw lines to match the contractions with the phrases from which they are made. NOTE: Explain that the contraction for **will not** seems to break the rule. It came from an old-fashioned English phrase (*woll not*) that we no longer use; however, the contraction that was derived from this phrase (*won't*) is still used.

- Words: **don't/do not**
can't/cannot
won't/will not (see NOTE, above)
shouldn't/should not
wouldn't/would not
didn't/did not
hadn't/had not
couldn't/could not
doesn't/does not
wasn't/was not

Activity 4. Help the student read the sentences and the phrases. Instruct the student to write the correct contraction of the phrase.

Sentences:

1. **Jim doesn't want to go to the party.**
2. **He is afraid that he won't know anyone.**
3. **Jim's mom says that he shouldn't worry.**
4. **He still didn't want to go.**

3 Draw lines to match the contractions with the groups of words from which they are made.

don't	will not
can't	do not
won't	could not
shouldn't	cannot
wouldn't	was not
didn't	did not
hadn't	had not
couldn't	would not
doesn't	should not
wasn't	does not

4 Read each sentence. Write the correct contraction on the line.

1. Jim doesn't want to go to the party.
does not
2. He is afraid that he won't know anyone.
will not
3. Jim's mom says that he shouldn't worry.
should not
4. He still didn't want to go.
did not



© Pearson Education, Inc. All rights reserved. This material is intended for use only in conjunction with the Horizons Phonics & Reading Grade 2 Teacher's Guide.

Lesson 39 - Ending Consonant Blends lk, lt, lf, ft

Overview:

- Auditory recognition of consonant blends **lk**, **lt**, **lf**, **ft**
- Word completion
- Rhyming words
- Write correct words to answer riddles

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Fair*

Teaching Tips:

Review the consonant blend rule for **lk**, **lt**, **lf**, **ft**. Use the white board or chalkboard to illustrate. Ask the student for examples. Assist the student as needed in identifying the pictures and words in the lesson.

Activity 1. Review the pictures, and instruct the student to listen as you say the name of each picture. Have the student circle the ending consonant blend he hears.

Pictures: **wilt**, **milk**, **lift**, **elk**
sift, **melt**, **shelf**, **malt**

Lesson **39** Ending Consonant Rule: **lk, lt, lf, ft** Name: _____

Rule:
The ending consonant blends **lk, lt, lf, and ft** work together to make the words you hear in **wilt, milk, lift, and elk**.

1 Look at the pictures. Circle the consonant blend that makes the ending sound you hear.


lk lt lf ft


lk lt lf ft


lk lt lf ft


lk lt lf ft


lk lt lf ft


lk lt lf ft


lk lt lf ft


lk lt lf ft

2 Look at the pictures above and add the correct ending consonant blend to each of the words below. Then read the words to your teacher.

wi lt _____ mi lk _____ li ft _____ e lk _____

si ft _____ me lt _____ she lf _____ ma lt _____

© Horizons Phonics & Reading Grade 1 Teacher's Guide 105

Activity 2. The words in this activity correspond to the pictures in Activity 1. The student will complete the words by adding the correct ending consonant blends that he circled in Activity 1. Have the student read the words aloud.

Words: **wilt**, **milk**, **lift**, **elk**
sift, **melt**, **shelf**, **malt**

Activity 3. Help the student read the words in the activity. The student will draw lines to match the words that rhyme. Ask for verbal examples of additional rhyming words.

- Rhyming words:
- shelf/self**
 - melt/belt**
 - bolt/molt**
 - lift/gift**
 - wilt/tilt**
 - soft/loft**
 - milk/silk**

Activity 4. Have the student read the words in the list, and assist the student as necessary in reading the riddles. Instruct the student to write the correct answer to each riddle on the line.

- Words:
- 1. melt**
 - 2. sift**
 - 3. silk**
 - 4. salt**
 - 5. elk**
 - 6. gift**

3 Draw lines to match the words that rhyme.

4 Read each riddle. Choose the correct word from the list to answer each riddle. Write the word on the line.

Word List					
gift	melt	silk	elk	sift	salt
1. Snow will do this in the hot sun.	_____ melt _____				
2. Mom does this when she bakes.	_____ sift _____				
3. A soft kind of cloth.	_____ silk _____				
4. You use this on your food.	_____ salt _____				
5. A large animal with antlers.	_____ elk _____				
6. You give this to someone.	_____ gift _____				

© Horizons Phonics & Reading, Inc. / Scholastic Teaching Resources

Lesson 40 - Review: Contractions with Will & Not

Overview:

- Choose contractions from the story
- Sentence completion
- Write two words for each contraction

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Word cards (as necessary)
- Phonics rule flashcard in **Teacher Resources**
- Story: *Mike Won't Come In*

Teaching Tips:

Review the contractions from Lesson 38. Have the student write examples from both lessons on the chalkboard or white board. Review word cards as necessary.

Activity 1. Help the student read the story as necessary. The student will circle the contractions in the story and write the two words for each contraction on the lines.

Contractions:

1. **was not**
2. **did not**
3. **would not**
4. **we will**
5. **I will**

Lesson 40
Contractions with Will & Not
Name: _____

Rule Review:
A contraction is a word that is made from two words. Two words are put together, and one or more letters are left out. An apostrophe (') is used in place of the letters that are left out.

1. Read the story. Circle each of the contractions in the story. On the lines below the story write the two words for each contraction you circled.



Spot was a little dog. He was white with black spots. He wasn't a mean dog. He liked everyone.

His owner, Mark, went out to play one day. Mark took Spot with him. It was a very nice day. They played fetch with a ball. Mark didn't want to come in when his mom called him. But Mark knew that if he disobeyed his mother, he wouldn't get to play outside the next day. Mark took Spot and went inside.

Spot thought to himself, We'll go out and play tomorrow. I'll have fun with Mark." And he did!

1. _____ was not _____ 4. _____ we will _____
2. _____ did not _____ 5. _____ I will _____
3. _____ would not _____

© Horizons Phonics & Reading Grade 1 Student Book Inc.

Activity 2. Help the student read the sentences and the phrases underneath. Instruct the student to write the correct contraction for the phrase on the line.

Sentences:

1. **You shouldn't do mean things.**
2. **I wouldn't like that.**
3. **We won't be there.**
4. **I'll be your friend.**

Activity 3. Have the student write the two words that make up each contraction on the lines below.

- Words:
1. **will not**
 2. **should not**
 3. **he will**
 4. **could not**
 5. **had not**
 6. **we will**
 7. **they will**
 8. **I will**
 9. **would not**
 10. **cannot**

2 Read each sentence. Write the correct contraction on the line.

1. You should not do mean things. 

2. I would not like that.

3. We will not be there. 

4. I will be your friend.

3 Write the two words that make up each contraction.

1. <u>won't</u>	6. <u>we'll</u>
<u>will not</u>	<u>we will</u>
2. <u>shouldn't</u>	7. <u>they'll</u>
<u>should not</u>	<u>they will</u>
3. <u>he'll</u>	8. <u>I'll</u>
<u>he will</u>	<u>I will</u>
4. <u>couldn't</u>	9. <u>wouldn't</u>
<u>could not</u>	<u>would not</u>
5. <u>hadn't</u>	10. <u>can't</u>
<u>had not</u>	<u>cannot</u>

© Horizons Phonics & Reading, Inc. / Student Book Use

Test 4

Lessons 31-40

Instructions:

Review the definitions of consonant blends and consonant digraphs. Review the sounds of **x** at the beginning and the end of a word. Review the definition of a contraction. Have the student give some examples of contractions. Read through the test with the student. Identify the pictures, and help the student with any words that he/she is still unsure of. The teacher should be available to answer any questions that the student may have during the test.

Activity 1. Identify the pictures with the student, and make sure he understands the instructions.

- Words:
1. **wrench**
 2. **scene**
 3. **whine**
 4. **wheat**
 5. **scared**
 6. **wreck**

Activity 2. Read the words in the list and the sentences with the student.

Sentences:

1. **Jim put his toys in a box.**
2. **He saw a fox in the woods.**
3. **John likes to play the xylophone.**
4. **He chops wood with an ax.**

Write your name: _____

Test 4
Lesson 31-40

1 Use the consonant digraphs **wr**, **wh**, or **sc** to complete the words.

1. wrench  4. wheat 

2. scene  5. scared 

3. whine  6. wreck 

2 Read each sentence. Use the words from the list to complete the sentences. Write the correct words on the lines.

Word List

xylophone ax fox box

1. Jim put his toys in a box 

2. He saw a fox in the woods. 

3. John likes to play the xylophone

4. He chops wood with an ax 

© Horizons Phonics & Reading Center / Golden Book Inc.

Activity 3. Review the instructions and the contractions with the student.

Words: **did not** **you will**
are not **cannot**
would not **will not**

Activity 4. Identify the pictures and review the instructions with the student.

Pictures: **comb, shelf, clock, bath**
press, scene, wrench, snip

3 Write the two words that make up each contraction.

1. didn't 4. you'll
 _____ did not _____ you will

2. aren't 5. can't
 _____ are not _____ cannot

3. wouldn't 6. won't
 _____ would not _____ will not

4 Look at the pictures. Circle the consonant blend or digraph that makes the ending sound you hear.

mb gn ln k jr mb nd st ln mb

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

gn tr fr ln scr wh wr ch ln gn fr

118 Horizons Phonics & Reading Grade 1 Student Book 1st