

Introduction

Horizons Phonics and Reading Grade 1 is another addition to the exciting and innovative Horizons curriculum line. Just like the other Horizons materials, there are 160 lessons and 16 tests contained in the two student workbooks. An extensive Teacher's Guide provides plenty of tips and teaching strategies. A reduced student page is included in the Teacher's Guide, along with the instructions and information the teacher will need for the lesson.

Language development begins with listening and is followed by speaking. The listening and speaking skills that a child develops during the first years of life prepare them for learning the skills of reading and writing. The reading and writing skills they learn allow them to communicate the sounds they have heard and spoken. This program will capture the interest of young students with the interesting illustrations and colorful pages. Reading skill develops as the students master the phonics concepts. After its initial presentation, each concept appears a second time as a "review" and is reinforced a third time as a "checkup."

Teacher-directed lessons explore the phonetic sounds and guide the students as they practice the concepts. This material will help the student become a proficient reader one step at a time.

Two readers contain stories that follow each lesson. These allow the student to apply the phonics concepts they were taught in the lesson. Memorization of phonics/spelling rules assists the student in recognizing the relationship between letters and speech sounds — a skill that will enable them to decode new words. The phonics and reading program has three major components: **The Student Workbooks**, **The Readers**, and **The Teacher's Guide**.

The Student Workbooks

Horizons Phonics and Reading Grade 1, Book One contains Lessons 1–80, plus a test after every ten lessons. *Horizons Phonics and Reading Grade 1, Book Two* contains Lessons 81–160, plus a test after every ten lessons.

The Readers: A Note to Teachers and Parents

The Horizons First Grade Phonics Readers are to be used as a companion to the Horizons First Grade Student Workbooks. For each lesson in the Student Workbooks there is a corresponding story in the Readers. The story will illustrate and demonstrate the primary concept of the lesson. NOTE: Most first grade students should not be expected to read the first forty stories independently. The teacher or parent should read the stories to the student. The student can sound out some of the shorter, single-syllable words. After lesson forty, most first grade students should be able to start reading the stories independently. The student may still require some help with some of the words. The teacher or parent should make word cards for the words that the student does not know. The word cards should be reviewed with the student frequently. As the student's vocabulary increases, the student may be able to go back to the first forty stories and read them independently.

The teacher or parent should ask the student questions before and after reading the story. Help the student anticipate what is going to happen in the story after reading the title or looking at the pictures. There are comprehension questions at the end of each story. The answers to these questions should be discussed. The teacher or parent may have the student write out the answers to the questions if so desired.

At this stage, the skill level of each student will vary. It is not necessary for the student to sound out and read every word in a story. This skill will develop gradually over the course of this unit. Enjoy the learning process as it happens!

Lesson Preparation

The *Horizons Phonics and Reading Grade 1* program contains a total of 160 lessons. Typically, one lesson should be completed each day during the school year. Prepare for each day by carefully reviewing the material provided in the *Teacher's Guide*. The **Overview** is a summary of the concepts and activities that will be covered in the lesson. The **Materials and Supplies** is a list of what will be needed for the lesson. Get these items assembled before starting class with the students. The **Teaching Tips** are classroom teaching procedures that give special instructions for each activity of the lesson. Take your time in going over these procedures. Thoroughly think through what you will say and do, so that you have a plan in your mind before teaching the lesson to the students. The **Answer Keys** are reduced student pages with answers. These pages allow you to have both the **Teacher Notes** and the **Student pages** in front of you as you teach the lesson.

The students are to complete the activities after you have gone over the instructions, discussed the pictures, and reviewed the words. Allow sufficient time for the students to do each activity before going on to the next. Compliment and encourage the students as they work.

Lesson length will vary from two to four pages of student activities. Doing the four-page lessons at one sitting is not necessary, nor is it recommended. Do the first two pages and take a break or work in another subject. After the break, pass out the second set of pages. Do some review, and then complete the lesson with the students. Each group of students is different, so be flexible and vary the routine.

Additional Resources in the Teacher's Guide

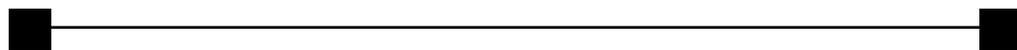
The following reproducible pages are available in the **Teacher Resources** section of this handbook:

- Alphabet flashcards that may be colored by the students and laminated, if desired.
- Phonics rules flashcards to be used during lesson presentation and/or to be copied for student use:

1. Long vowel sounds
2. Short vowel sounds
3. Silent **e** words
4. Hard and soft sounds of **c** and **g**
5. Consonant digraphs (beginning and ending)
6. Vowel pairs
7. Punctuation
8. Capitalization
9. Compound words
10. Plurals – words ending in **ss, ch, sh, or x**
11. Plurals – words ending in vowel plus **y**
12. Plurals – words ending in **f** and **fe**
13. Suffixes **-ed, -ing, -ful, -ly, -less, -ness, -s, -y**
14. Suffixes **-er** and **-est**
15. Doubling ending consonants and adding suffixes **-ed, -er, -est, -ing**
16. Adding suffixes to words ending in silent **e**
17. Suffixes **-y, -en, -able**
18. Consonant blends (beginning and ending)
19. Vowel digraphs
20. The sounds of **x**
21. Adding **-er** and **-est** to words ending in **y**
22. Contractions
23. R-controlled vowels
24. Vowel diphthongs
25. **Y** as a vowel
26. Synonyms, Antonyms, Homonyms
27. Words with **qu**
28. The sounds of **s**

NOTE: The flashcards are numbered for ease of location in the **Teacher Resources** section of the **Teacher's Guide**. The numbers do not necessarily match the lesson numbers.

Curriculum Overview



Curriculum Overview

Horizons Phonics and Reading Grade 1 is a phonetically based word recognition and early reading program. There is a strong emphasis placed on comprehension and language arts skills. Students learn to identify the name and sounds of each letter through picture association.

The use of each individual letter sound blended into words is further reinforced by pictures and printing the letter names. Sentences and stories are introduced immediately. Dolch sight words are incorporated so that comprehension is enhanced. In addition to the reading section, much emphasis is placed on the following:

- spelling
- alphabetizing
- rhyming
- vocabulary development
- sentence structure, including statement, question, and exclamation sentences
- capitalization and punctuation, including quotation marks
- crossword puzzles, stories, and sentences for accurate decoding
- auditory skills in recognizing a spoken word
- diacritical markings
- complete sentence identification
- apostrophe for possession
- contractions

There are several activities associated with each skill. The teacher can choose to expand on the skill by utilizing the accumulation of words for each segment. By using the puzzle approach on the white board with easy-erase markers, a teacher can review and expand the material within the lesson.

Skill presentation in *Horizons Phonics and Reading Grade 1* follows a three-step process:

- Initial presentation
- Review a few lessons later
- Reinforcement of the skill many lessons later entitled “Checkup”

After every tenth lesson, the student is tested to evaluate his or her mastery of the skills presented.

Horizons Phonics & Reading 1 Lesson List

Lesson 1

Beginning Consonant/Vowel Sounds

Lesson 2

Middle Consonant Sounds

Lesson 3

Ending Consonant Sounds

Lesson 4

Short Vowel Sounds

Lesson 5

Long Vowel Sounds

Lesson 6

Silent e Rule

Lesson 7

Hard and Soft Sounds of c & g

Lesson 8

Consonant Digraphs th, ch, wh

Lesson 9

Vowel Pairs ai, ay, ee, ea

Lesson 10

Vowel Pairs ie, oa, oe

Test 1

Lessons 1-10

Lesson 11

Capitalization & Punctuation

Lesson 12

Review: Long Vowel & Short Vowel Sounds

Lesson 13

Compound Words

Lesson 14

Making Words Plural

Lesson 15

Suffixes in Short Vowel Words

Lesson 16

Suffixes in Silent e Words

Lesson 17

Suffixes -ful, -ly, -less, -ness,

Consonant Digraph sh

Lesson 18

Suffixes -y, -en, -able

Consonant Blends cl, cr

Lesson 19

Review: Plurals & Suffixes

Consonant Blends bl, br

Lesson 20

Review: Vowel Pairs, oa, ee, ie, ay, ai, ea

Test 2

Lessons 11-20

Lesson 21

Vowel Digraphs au, aw, ea, ei, ew, oo,

Consonant Blend fl

Lesson 22

Review: Vowel Pairs & Vowel Digraphs

Lesson 23

Consonant Digraphs bt, ph

Consonant Blends dr, gr

Lesson 24

Consonant Digraphs gm, mn

Consonant Blends gl, sp

Lesson 25

Review: Consonant Digraphs & Consonant Blends

Lesson 26

Consonant Digraph ck,

Ending Consonant Blends nd, nt

Lesson 27

Consonant Digraph gh

Consonant Blends ng, nk

Lesson 28

Review: Consonant Digraphs ck, gh

Consonant Blend sk

Lesson 29

Review: Consonant Digraphs gn, ch, tch

Consonant Blends mp, lp

Lesson 30

Consonant Digraphs hn, kn

Test 3

Lessons 21-30

Lesson 31

Consonant Digraph mb

Lesson 32

Consonant Blends sc, scr

Lesson 33

Review: Consonant Digraph wh

Consonant Blends pl, sl, sm

Lesson 34

Consonant Digraph wr

Lesson 35

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

Lesson 36

Words with x

Lesson 37

Beginning Consonant Blends pr, tr, fr, sn

Lesson 38

Contractions with Will & Not

Lesson 39

Ending Consonant Blends lk, lt, lf, ft

Lesson 40

Review: Contractions with Will & Not

Test 4

Lessons 31-40

Lesson 41

Contractions with Have

Lesson 42

Contractions with Is

R-Controlled Vowels ar, or

Lesson 43

Review: Contractions with Have & Is

Lesson 44

Contractions with Am & Us

Lesson 45

Contractions with Are

Consonant Blends spr, spl

Lesson 46

Review: Contractions with Am, Are, & Us

Consonant Blend st

Lesson 47

More Contractions with Is

Consonant Blends tw, sw

Lesson 48

Review: All Contractions

Lesson 49

Review: Compound Words

Lesson 50

Review: Suffix -ing

Test 5

Lessons 41-50

Lesson 51

Review: Suffix -ed

Lesson 52

Review: Suffixes -s & -es,

R-Controlled Vowels er, ir, ur

Lesson 53

Review: Suffix -ful

Lesson 54

Review: Suffixes -ness & -less

Lesson 55

Review: Suffix -ly

Lesson 56

Review: Suffixes -y, -en, -able

Lesson 57

Review: Suffix -er

Lesson 58

Adding Suffix -er to Words Ending in y

Review Long Vowel a

Lesson 59

Review: Suffix -est & Long Vowels i - & o

Lesson 60

Adding Suffix -est to Words Ending in y

Review R-Controlled Vowels

Test 6

Lessons 51-60

Lesson 61

Review: Suffixes -er & -est

Long Vowel u

Lesson 62

Adding Suffix -es to Words Ending in y

Review Long Vowel e

Lesson 63

Review: Suffix -es, -er, -est in Words Ending in y

Lesson 64

Story Writing

Lesson 65

Review: Contractions

Lesson 66

Review: Vowel Pairs ai & ay

Lesson 67

Review: Vowel Pairs ee & ea

Lesson 68

Review: Vowel Pairs ie & oe

Lesson 69

Letter Writing

Lesson 70

Review: Vowel Digraph oo

Test 7

Lessons 61-70

Lesson 71

Review: Vowel Digraph ea

Lesson 72

Review: Vowel Digraphs au & aw

Lesson 73

Review: Vowel Digraphs ei & ew

Lesson 74

Vowel Diphthongs ou & ow

Lesson 75

Sounds of ow

Lesson 76

Vowel Diphthongs oi & oy

Lesson 77

Review: Vowel Diphthongs ou & ow

Lesson 78

Review: Vowel Diphthongs oi & oy

Lesson 79

Review: Vowel Digraph ew

Lesson 80

Review: All Diphthongs

Test 8

Lessons 71-80

Lesson 81

Prefix re-

Lesson 82

Prefix un-

Lesson 83

Review: Prefixes -re & -un

Lesson 84

Prefix dis-

Lesson 85

Review: Prefixes re-, un-, & dis-

Lesson 86

Checkup: Beginning Consonant Blends with r

Lesson 87

Checkup: Beginning Consonant Blends with l

Lesson 88

Checkup: Ending Consonant Blends

Lesson 89

Writing Lesson: Personal Narrative

Lesson 90

Checkup: Beginning Consonant Blends with s

Test 9

Lessons 81-90

Lesson 91

Y as a Vowel

Lesson 92

Checkup: Consonant Digraph th

Lesson 93

Checkup: Consonant Digraph tch

Lesson 94

Review: Consonant Digraphs th & tch

Lesson 95

Review: Consonant Digraph sh

Lesson 96

Checkup: Consonant Digraph ch

Lesson 97

Review: Consonant Digraphs sh & ch

Lesson 98

Writing Lesson: Report

Lesson 99

Checkup: Compound Words

Lesson 100

Checkup: Prefixes & Suffixes

Test 10

Lessons 91-100

Lesson 101

Syllables: Words with Prefixes

Lesson 102

Syllables: Words with Suffixes

Lesson 103

Syllables: Compound Words

Lesson 104

Review: Prefixes, Suffixes, Compound Words,
Syllables

Lesson 105

Writing Lesson: Thank You Note

Lesson 106

Synonyms

Lesson 107

Antonyms

Lesson 108

Homonyms

Lesson 109

Review: Synonyms, Antonyms, Homonyms

Lesson 110

Writing Lesson: Personal Experience Narrative

Test 11

Lessons 101-110

Lesson 111

Alphabetical Order to First Letter

Lesson 112

Alphabetical Order to Second Letter

Lesson 113

Review: Alphabetical Order to First & Second
Letter

Lesson 114

Checkup: Synonyms, Antonyms, Homonyms

Lesson 115

Checkup: Hard & Soft c

Lesson 116

Checkup: Hard & Soft g

Lesson 117

Words with qu

Lesson 118

Checkup: Consonant Digraphs ph & gh

Lesson 119

Words with the s Sound

Lesson 120

Review: Words with the Sounds of f & s

Test 12

Lessons 111-120

Lesson 121

Writing Lesson: Imaginative Story

Lesson 122

Checkup: Y as a Vowel

Lesson 123

Checkup: Contractions with Will

Lesson 124

Checkup: Contractions with Not

Lesson 125

Writing Lesson: Poem

Lesson 126

Checkup: Contractions with Have

Lesson 127

Checkup: Contractions with Is

Lesson 128

Checkup: Contractions with Am & Us

Lesson 129

Checkup: Contractions with Are

Lesson 130

Checkup: R-Controlled Vowel ar

Test 13

Lessons 121-130

Lesson 131

Checkup: R-Controlled Vowel or

Lesson 132

Review: R-Controlled Vowels ar & or

Lesson 133

Checkup: R-Controlled Vowel er

Lesson 134

Checkup: R-Controlled Vowel ir

Lesson 135

Review: R-Controlled Vowels er & ir

Lesson 136

Checkup: R-Controlled Vowel ur

Lesson 137

Writing Lesson: Journal Entry

Lesson 138

Checkup: Prefix re-

Lesson 139

Checkup: Prefix un-

Lesson 140

Checkup: Prefix dis-

Test 14

Lessons 131-140

Lesson 141

Checkup: Capitalization & Punctuation

Lesson 142

Checkup: Words with x

Lesson 143

Checkup: Alphabetical Order to the First Letter

Lesson 144

Checkup: Alphabetical Order to the Second Letter

Lesson 145

Review: Plural Words Ending in ss or s

Lesson 146

Review: Plural Words Ending in x

Lesson 147

Review: Plural Words Ending in sh

Lesson 148

Review: Plural Words Ending in ch

Lesson 149

Review: Plural Words Ending in a Vowel plus y

Lesson 150

Irregular Plurals

Test 15

Lessons 141-150

Lesson 151

More Irregular Plurals

Lesson 152

Possessives

Lesson 153

Review: Possessives & Contractions

Lesson 154

Checkup: Suffixes

Lesson 155

Writing Lesson: Friendly Letter

Lesson 156

Review: Suffixes with Words Ending in Silent e

Lesson 157

Checkup: Synonyms

Lesson 158

Checkup: Antonyms

Lesson 159

Checkup: Homonyms

Lesson 160

Writing Lesson: Poem

Test 16

Lessons 151-160

Horizons Phonics & Reading 1

Scope & Sequence

Lessons 1-30

- Consonant and vowel sounds
- Silent “e”
- Consonant digraphs: th, ch, wh, bt, ph, gm, mn, ck, gh, gn, ch, tch, hn, kn, mb
- Vowel pairs: oa, ee, ie, ay, ai, ea, oe
- Consonant blends: cl, cr, bl, br, fl, gr, gl, sp, nd, nt, ng, nk, sk, mp, lp
- Suffixes: -ful, -ly, -less, -ness, -y, -en, -able
- Capitalization and punctuation

Lesson 31-60

- Consonant digraphs: mb, wh, wr, gn, hn, kn, ch
- Consonant blends: sc, scr, pl, sm, pr, tr, fr, sn, lk, lt, lf, ft, tw, sr
- Words with “x”
- Contractions: will plus not, have; am plus us, are, is
- Compound words
- Suffixes: -ing, -ed, -s, -es, -ful, -ness, -less, -ly, -y, -en, -able, -er, -est

Lesson 61-90

- Long vowels
- Writing lessons: story, letter, and personal narrative
- Vowel diphthongs
- Prefixes: re-, un-, dis-
- Beginning consonant blends with “r,” “l,” and “s”

Lesson 91-120

- “Y” as a vowel
- Consonant digraph checkups
- Writing lessons: report, thank-you note, and personal experience narrative
- Syllables: words with prefixes, suffixes, and compound words
- Synonyms, antonyms, and homonyms
- Alphabetical order to second letter

Lesson 121-160

- Words with the sounds “f” and “s”
- Writing lessons: imaginative story, poem, journal entry, and friendly letter
- Checkup: contractions, r-controlled vowels, prefixes, suffixes, capitalization and punctuation, and plural words
- Irregular plurals
- Possessives

Reading: The First Chapter In Education



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No other skill taught in school and learned by school children is more important than reading. It is the gateway to all other knowledge. If children do not learn to read efficiently, the path is blocked to every subject they encounter in their school years.

The past five years have brought major breakthroughs in our knowledge of how children learn to read and why so many fail. These new insights have been translated into techniques for teaching reading to beginning readers, including the many students who would otherwise encounter difficulties in mastering this fundamental skill. Researchers have come to appreciate that early identification and treatment of such students can make all the difference. Researchers have also documented the problems — personal, social, and educational — that too often result when early attention and intervention do not occur.

Reading to Learn

Students who do not “learn to read” during the first three years of school experience enormous difficulty when they are subsequently asked to “read to learn.” Teaching students to read by the end of third grade is the single most important task assigned to elementary schools. During the first three years of schooling, students “learn to read.” That is, they develop the capacity to interpret the written symbols for the oral language that they have been hearing since birth. Starting in fourth grade, schooling takes on a very different purpose, one that in many ways is more complex and demanding of higher-order thinking skills. If efficient reading skills are not developed by this time, the English language, history, mathematics, current events, and the rich tapestries of literature and science become inaccessible.

In addition, a strong body of evidence shows that most students who fall behind in reading skills never catch up with their peers and become fluent readers. They fall further and further behind in school, become frustrated, and drop out at much higher rates than their classmates. They find it difficult to obtain rewarding employment and are effectively prevented from drawing on the power of education to improve and enrich their lives. Researchers speak of this syndrome as the “Matthew Effect” — the rich get richer and the poor get poorer.

Most Americans know how central reading is to education. According to a 1994 poll conducted by Peter D. Hart Research Associates, nearly 70 percent of teachers believe that reading is the “most important” skill for children to learn. Two years earlier, the same polling firm reported that 62 percent of parents believed that reading was one of the most important skills for their children to master. Both teachers and parents ranked reading as more critical than mathematics and computer skills. In other words, there is general agreement among researchers and the public that all children must learn to read early in their academic careers.

The Challenges of Illiteracy

More students fail to learn to read by the end of the third grade than many people imagine. Indeed, it is no exaggeration to say that all schools encounter students who fall into this category and that all schools should have plans for addressing the special needs of these students.

In its 1994 Reading Assessment, the National Assessment of Education Progress (NAEP), a federally supported program that tracks the performance of American students in core academic subjects, reported that more than four out of 10 fourth-graders (42 percent) in American schools were reading at a “below basic” level. This means that they could not understand “uncomplicated narratives and high-interest informative texts.” NAEP also reported that such illiteracy persists in the higher grades. The report found that nearly one-third (31 percent) of eighth-graders and nearly one-third (30 percent) of twelfth-graders are also reading at a “below basic” level. The latter figures probably understate the problem, because many poor readers drop out of school before twelfth grade.

Other researchers have come to similar conclusions regarding how widespread students’ reading problems really are. National longitudinal studies have measured the ability of children to recognize individual words in text. Their data suggest that more than one child in six (17.5 percent) will encounter a problem in learning to read during the crucial first three years of school. Further evidence comes from the sharp rise in the number of students who are diagnosed as learning disabled or are referred to special education because they cannot read at the proper grade level.

In contrast to popular belief, reading failure is not concentrated among particular types of schools or among specific groups of students. To the contrary, students who have difficulty reading represent a virtual cross-section of American children. They include rich and poor, male and female, rural and urban, and public and private school children in all sections of the country. According to the NAEP assessment, for example, nearly one-third (32 percent) of fourth graders whose parents graduated from college are reading at the “below basic” level.

In short, the failure of a substantial number of students to learn to read during the critical first three years of school is a national problem - one that confronts every community and every school in the country.

A Common Stumbling Block: Phonemic Awareness

Whatever the reason children fail to read by the end of the third grade, most non-readers share a common problem. They have not developed the capacity to recognize what reading experts call phonemes. Phonemes are the smallest units of speech—the basic building blocks of speaking and writing. The word “cat,” for example, contains three phonemes: the /k/, /a/, and /t/ sounds. Phonemes are often identical to individual letters, but not always. The word “ox,” for example, has two letters but three phonemes: the /o/, /k/, and /s/ sounds.

Researchers have demonstrated that accomplished readers are adept at recognizing phonemes and putting them together to construct words and phrases. They do this quickly, accurately, and automatically. The absence of this critical linguistic skill makes it difficult for children to decode and read single words, much less sentences, paragraphs, and whole stories. Teaching phonemic awareness and discrimination among phonemes is imperative for all students.

Solutions in the Classroom

Teaching beginners to read must be highly purposeful and strategic. Effective techniques have been developed for helping students, including those with learning disabilities, to develop phonological awareness, word recognition, and other advanced skills required for reading.

Phonological awareness activities build on and enhance children's experiences with written (e.g., print awareness) and spoken language (e.g., playing with words). A beginning reader with successful phonological awareness and knowledge of letters ostensibly learns how words are represented in print.

Intervention for learners who have difficulty with phonological awareness must be early, strategic, systematic, and carefully designed. It must be based on a curriculum that recognizes and balances the importance of both phonics instruction and the appreciation of meaning.

For children who have difficulty reading, effective reading instruction strategies should be used to build phonological awareness and alphabetic understanding. These strategies should be explicit, making phonemes prominent in children's attention and perception. For example, teachers can model specific sounds and in turn ask the children to produce the sounds. In addition, opportunities to engage in phonological awareness activities should be plentiful, frequent, and fun.

Instructional strategies should consider the characteristics that make a word easier or more difficult to read. These include: the number of phonemes in the word; phoneme position in words (initial sounds are easier); phonological properties of words (e.g., continuants, such as /m/, are easier than stop sounds, such as /t/); and phonological awareness dimensions, including blending sounds, segmenting words, and rhyming.

Many early readers will require greater teacher assistance and support. Using a research-based strategy known as scaffolding, teachers should provide students with lots of instructional support in the beginning stages of reading instruction, and gradually reduce the support as students learn more about reading skills. The ultimate goal is for students to read on their own without the help of a teacher.

A Balanced Approach

Unfortunately, it is not always easy for teachers to recognize students with reading difficulties. When they do, teachers sometimes find themselves caught between conflicting schools of thought about how to treat reading disabilities. One school of thought gives considerable attention to the teaching of phonics in the early stages of reading. Another school of thought emphasizes the whole language approach. Should teachers rely on phonics instruction, whole language instruction, or a combination of the two?

The U.S. Department of Education and the National Institute of Child Health and Human Development (NICHD) have supported the review of hundreds of studies done in recent years on reading instruction and disabilities. This body of research suggests that the relatively recent swing away from phonics instruction to a singular whole language approach is making it more difficult to lift children with learning disabilities out of the downward learning spiral and, in fact, may impede the progress of many students in learning to read with ease.

Few dispute the value of giving children opportunities to write, surrounding children with good literature, and generally creating a rich literate environment for students. But for many children this is not enough. Such children will have continued difficulty with reading unless they master the decoding skills associated with phonics instruction.

Research makes clear that children do not learn to read the way they learn to talk. Speech is a natural human capacity, and learning to talk requires little more than exposure and opportunity. In contrast, written language is an artifact, a human invention, and reading is not a skill that can be acquired through immersion alone. Beginning readers benefit from instruction that helps them understand that the words they speak and hear can be represented by written symbols—and that letters and the sounds associated with them, when combined and recombined, form words—just as they benefit from experiences that make reading fun.

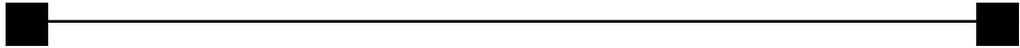
California's experience with a chosen reading approach is instructive. A decade ago, the state became a leader in the movement to embrace whole language instruction. However, as a result of low reading scores, a task force was formed and has recently adopted a more balanced reading approach that includes building phonological awareness along with the reading of meaningful and engaging texts.

Research indicates that reading can be taught effectively with a balanced approach that uses the best of both teaching approaches. Such an approach incorporates phonics instruction with the rich literacy environments advocated by whole language instruction.

Reading: The Key to Success

As already discussed, reading is the gateway to learning. Facility to understand and use written language has always been a prerequisite to the efficient acquisition of knowledge, and it is becoming increasingly important in today's information society. In the past, it may have been possible for persons who were illiterate to obtain a good job, support a family, and live a comfortable life, but those days are gone. Children who do not learn to read today can expect to live on the margins of society in every way.

Lesson Plans



Lesson 1 - Beginning Consonant/Vowel Sounds

Overview:

- Print beginning consonant letters
- Print beginning vowel letters
- Complete words by writing the vowel
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Story: *Dan's Dog* (see note on p. 3 under "Readers: A Note to Teachers and Parents")

Teaching Tips:

Discuss the pictures so that the student is able to identify them correctly. Have the student practice printing the uppercase and lowercase alphabet on paper or on the white board.

Activity 1. Review the names of the pictures together. Have the student print the uppercase and lowercase consonant letters for the beginning sound of each picture.

Pictures: **bow, house, gum, pin, star wagon, cap, map, drum, bus dog, leaf, jar, fire, bed kite, lamp, nail, seven, pig**

Letters: **Bb, Hh, Gg, Pp, Ss Ww, Cc, Mm, Dd, Bb Dd, Ll, Jj, Ff, Bb Kk, Ll, Nn, Ss, Pp**

Activity 2. Review the names of the pictures together. Write the vowels on the board. Have the student print the uppercase and lowercase vowel letters for the beginning sound of each picture.

Pictures: **apple, elephant, inch, octopus, up ice cream, ax, umbrella, off, ant ostrich, astronaut, olive, iguana, engine, elk, on, otter, egg, igloo**

Lesson _____ Beginning Consonant/Vowel Sound _____ Name: _____

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

Bb Hh Gg Pp Ss
Ww Cc Mm Dd Bb
Dd Ll Jj Ff Bb
Kk Ll Nn Ss Pp

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

Aa Ee Ii Oo Uu
Ii Aa Uu Oo Aa
Oo Aa Oo Ii Ee
Ee Oo Oo Ee Ii

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Letters: **Aa, Ee, Ii, Oo, Uu Ii, Aa, Uu, Oo, Aa Oo, Aa, Oo, Ii, Ee Ee, Oo, Oo, Ee, Ii**

Activity 3. Review vowel sounds using flashcards. Write the words **dad, fed, hit, Bob,** and **nut** on the white board, leaving out the vowel. Say each word and have a student tell you the letter for the missing vowel. Write the vowel completing the word. Review the pictures in the student book and have the student write the missing letters.

Pictures: **bed, gum, hot, bat, pig**

Letters: **e, u, o, a, i**

Activity 4. Practice each individual sound and blend the sounds together. For example: **buh plus aa is baa**, etc. These combinations could be put on flashcards or a flip chart for future practice.

Activity 5. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

Activity 6. Practice each individual sound and blend the sounds together. These combinations could be put on flashcards or a flip chart for future practice.

Activity 7. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

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



b e d g u m h o t b a t p i g

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

b + a = ba	d + a = da	n + a = na
b + o = bo	d + o = do	n + o = no
a + b = ab	a + d = ad	a + n = an
o + b = ob	o + d = od	o + n = on

5. Add the ending sounds.

bā	dā	nā	bō	dō	nō
baa	dab	nab	bob	dob	nob
Bab	dad	Nad	Bob	dad	nod
bad	Dan	Nan	bod	don	non
ban			bon	Don	

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6. Practice reading these ending blends. Use the short vowel sound.

a + b = ab	a + d = ad	a + n = an
o + b = ob	o + d = od	o + n = on

7. Add the beginning sounds.

āb	ād	ān	ōb	ōd	ōn
Bob	ad	an	bob	add	an
dab	add	ban	Bob	bod	ban
nab	bad	Dan	dob	dod	dan
	dad	Nan	nob	nod	Don
	Nad				non



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Lesson 2 - Middle Consonant Sounds

Overview:

- Print middle consonant sounds in words
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words
- Match rhyming words

Materials and Supplies:

- Teacher's Guide and Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Story: *Jim and the Soccer Ball*

Teaching Tips:

Help the student say the name of each picture, emphasizing the consonant sound in the middle of the word. Review the consonants with the student.

Activity 1. Review the names of the pictures together. Have the student print the uppercase and lowercase consonant letters for the middle sound of each picture. At the end of the activity, have the student tell the consonant sounds that come at the beginning, middle, and end of each word that was completed on the page.

Pictures: **kitten, apple, rabbit, hammer spider, seven, tiger, lemon boxes, wagon, robot, zipper penny, fiddle, kettle, dollar**

Letters: **Tt, Pp, Bb, Mm Dd, Vv, Gg, Mm Xx, Gg, Bb, Pp Nn, Dd, Tt, Ll**

Activity 2. Practice each individual sound and blend the sounds together. For example: **fuh** plus **a** is **fa**, etc. These combinations could be put on flashcards or a flip chart for future practice.

Activity 3. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder

Lesson 2 Middle Consonant Sounds Name: _____

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

Tt Pp Bb Mm

Dd Vv Gg Mm

Xx Gg Bb Pp

Nn Dd Tt Ll

2 Practice making these beginning blends. Use the short vowel sound.

f + a = fa	f + o = fo	f + e = fe	f + i = fi
h + a = ha	h + o = ho	h + e = he	h + i = hi
t + a = ta	t + o = to	t + e = te	t + i = ti

3 Add the ending sounds.

fa_	fo_	fe_	fi_	ha_	ho_
fob	fob	fed	fib	had	hob
fod			fin	hat	hot
fan			fit		
fat					

ha_	hi_	ra_	ra_	ra_	ri_
hen	hid	rab	Todd	Ted	tiff
	hit	rad	rat	ten	tin
		Tad			
		tan			

several times. It might be helpful to review these types of activities several times over the next couple of weeks.

Activity 4. Practice each individual sound and blend the sounds together. These combinations could be put on flashcards or a flip chart for future practice.

Activity 5. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

Activity 6. Review the formation of rhyming words. Have the student read each of the words and draw a line from the word on the left its the rhyming word on the right.

- Rhyming words:
- Nan/Dan**
 - dab/nab**
 - hid/lid**
 - Ron/Don**
 - fat/bat**
 - Bob/rob**
 - red/fed**
 - bib/rib**
 - sad/lad**
 - bet/net**

4 Practice making these ending blends. Use the short vowel sound.

a + b = ab	e + b = eb	i + b = ib	o + f = of
a + h = ah	e + d = ed	i + d = id	a + d = ad
a + t = at	e + t = et	i + t = it	a + t = at

5 Add the beginning words.

__ab	__at	__ad	__ar	__ed	__er
nab	at	add	dar	Ed	bet
tab	bat	nad	har	bed	net
	hat	Tadd	nar	fed	
	Nat		tot	Ned	

__ib	__id	__it
bib	lid	bit
rib	bid	fit
fib	hid	nit

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6 Draw a line to match the words that rhyme.

Nan	rob
dab	lid
hid	fed
Ron	rib
fat	bat
Bob	lad
red	fan
bib	net
sad	nab
bet	Don

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Lesson 3 - Ending Consonant Sounds

Overview:

- Print ending consonant sounds in words
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words
- Match pictures to words

Materials and Supplies:

- Teacher's Guide and Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Story: *The Cat in the Van*

Teaching Tips:

Activity 1. Review the names of the pictures together. Have the student print the lowercase **consonant** letters for the ending sound of each picture.

Pictures: **coat, top, pen, star, bell**
bed, leaf, hot, box, glass
map, cat, bag, bus, cap

Letters: **t, p, n, r, l**
d, f, t, x, s
p, t, g, s, p

Activity 2. Have the student think of some words that have the ending sound of **x, p, k, or m**.

Activity 3. Review the names of the pictures together. Have the student print the lowercase consonant or vowel letters for the beginning sound of each picture.

Pictures: **up, bus, leg, man, sun**
milk, ladder, kiss, seal, back

Letters: **u, b, l, m, s**
m, l, k, s, b

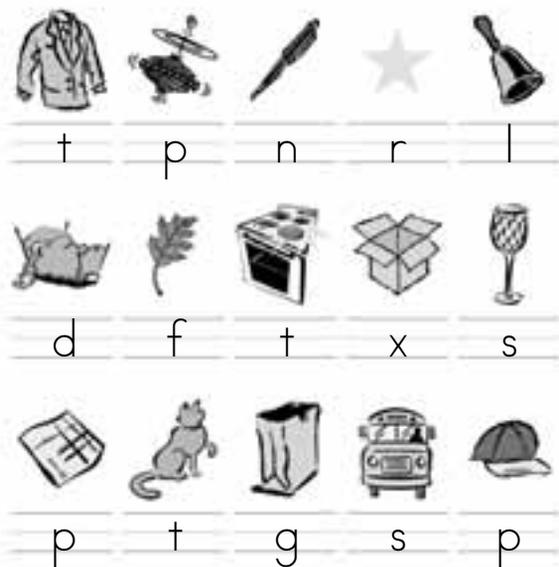
Activity 4. Review the names of the pictures together. Have the student print the lowercase consonant for the middle sound of each picture.

Pictures: **robot, tiger, lemon, spider, seven**

Letters: **b, g, m, d, v**

LESSON 3 Ending Consonant Sounds Name: _____

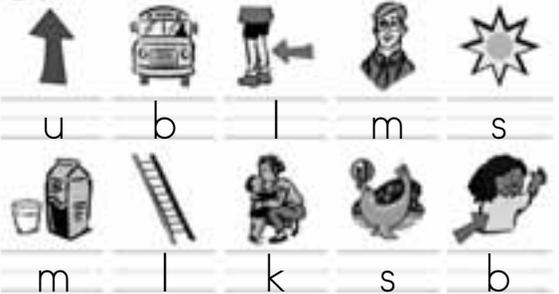
1. Say the name of each picture. Write the lower case letter for its ending sound.



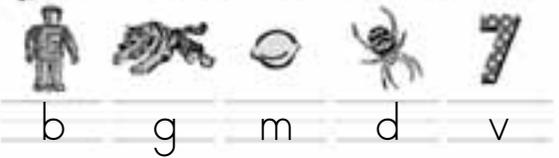
2. Now think of some words that end in t, x, s, or m.

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



4. Review the middle letter sounds. Write the middle lower case letter for each picture.



5. Practice making these beginning blends. Use the short vowel sound.

l + a = la	l + o = lo	l + e = le	l + i = li
m + a = ma	m + e = me	m + i = mi	m + o = mo
m + u = mu	s + a = sa	s + e = se	s + o = so

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Activity 5. Practice each individual sound and blend the sounds together. For example: **luh** plus **a** is **la**, etc. These combinations could be put on flashcards or a flip chart for future practice.

Activity 6. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

Activity 7. Practice each individual sound and blend the sounds together. These combinations could be put on flashcards or a flip chart for future practice.

Activity 8. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

Activity 9. Study the pictures with the student and read the words together. Have the student draw a line from each word to the picture it matches.

Pictures: **fat** **bus**
 bib **hat**
 fuss **dad**
 bed **mess**
 hen **hot**

6. Add the ending sounds.

l <u>l</u>	l <u>l</u>	l <u>l</u>	l <u>l</u>	m <u>l</u>	m <u>l</u>
lob	lob	led	led	mass	men
lad	Lan	Lan	ly	mad	mess
lum	lut	lat		mat	met

m <u>l</u>	m <u>l</u>	s <u>l</u>	s <u>l</u>	s <u>l</u>	s <u>l</u>
mob	mud	sod	Sid	sob	sum
mod	mum	Sol	an	sod	sun
mum	murr	Sam	ur		sub

7. Practice reading these ending blends. Use the short vowel sound.

u + m = um u + d = ud u + t = ut u + s = us

8. Add the beginning sounds.

<u>l</u> in	<u>l</u> id	<u>l</u> ir	<u>l</u> is
bum	bud	but	bus
fun	dud	hut	fuss
mum	mud	murr	mess
sun		rut	

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

bib bed mess hat bus hen hot fat fuss sun

Lesson 4 - Short Vowel Sounds

Overview:

- Identify pictures with short vowel sounds
- Match pictures to words with short vowel sounds
- Read, sort, and write words by their short vowel sounds

Materials and Supplies:

- Teacher's Guide and Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Phonics rule flashcard in **Teacher Resources**
- Story: *Nan's Hat*

Teaching Tips:

Review short vowel sounds using flashcards or the white board. Discuss the pictures in each activity so that the student is able to identify them correctly.

Activity 1. Review the names of the pictures together. Have the student draw a circle around the pictures with the short **ă** sound.

Pictures: **face, hat, cat, hand**
kite, bat, cake, ax
fan, tape, bed, castle

Activity 2. Review the names of the pictures together. Have the student draw a square around the pictures with the short **ĕ** sound.

Pictures: **bed, feed, shed, desk**
red, shell, net, wet
tent, hat, ten, bell

Activity 3. Review the names of the pictures together. Have the student draw an X through the pictures with the short **ĭ** sound.

Pictures: **lips, pig, dog, fish**
pins, six, kite, shell
mitt, boat, castle, bike

Activity 4. Review the names of the pictures together. Have the student underline the pictures with the short **ŏ** sound.

Letter _____ Short Vowel Sound _____ Name: _____

1 Draw a circle around the pictures that have the sound of short **ă**.

2 Draw a square around the pictures that have the sound of short **ĕ**.

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3 Draw an X through the pictures that have the sound of short **ĭ**.

4 Underline the pictures that have the short sound of **ŏ**.

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Pictures: **boat, lock, clock, fox**
box, frog, doll, sock
mop, rock, top, milk

Activity 5. Review the names of the pictures together. Have the student draw a circle around the pictures with the short ũ sound.

Pictures: **bus, doll, mug (or cup), fruit sun, bugs, run, cut rug, tuba, tub, crutch**

Activity 6. Review the names of the pictures together. Have the student read each of the short vowel words and match the correct word to the picture.

Pictures: **bat pin doll net cut run**

Activity 7. Have the student read each of the short vowel words in the word list and sort the words into their correct categories.

Short ă words: **cat, lab, mad**
 Short ě words: **bed, hen, met**
 Short ĩ words: **bib, lid, pig**
 Short 3 words: **hot, mop, sod**
 Short ũ words: **hut, mud, sum**

5. Circle the pictures that have the short vowel of **i**.

6. Draw lines to match the short vowel words with their pictures.

hat	bat	fat	pig	dip	pin
pot	doll	dot	jet	net	nut
cut	mug	but	bus	run	sun

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7. Read the list of words. Write each word under the correct short vowel sound.

Word List				
bed	hen	lab	met	pig
bib	hot	lid	mop	sod
cat	hut	mad	mud	sun

Short ă

cat

lab

mad

Short ě

bed

hen

met

Short ĩ

bib

lid

pig

Short 3

hot

mop

sod

Short ũ

hut

mud

sum

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Lesson 5 - Long Vowel Sounds

Overview:

- Identify pictures with long vowel sounds
- Blend consonant-vowel pairs (short vowel sound)
- Blend consonant-vowel-consonant words (short vowel sound)

Materials and Supplies:

- Teacher’s Guide and Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Nice Bike*

Teaching Tips:

If desired, use the phonics rule flashcard in the **Teacher Resources** section to review the long vowel rule: **“The long vowel says its name.”** Use the alphabet flashcards to review both the short vowel and long vowel sounds.

Activity 1. Review the names of the pictures together. Have the student draw a circle around the pictures with the long **a** sound.

Pictures: **rake, hat, train, hand**
tray, hay, cake, cane
fan, tape, plate, rain

Activity 2. Review the names of the pictures together. Have the student draw a square around the pictures with the long **e** sound.

Pictures: **leaf, tent, sweep, team**
eagle, tree, jet, vet
meat, bee, seal, sleep

Activity 3. Review the names of the pictures together. Have the student draw an X through the pictures with the long **i** sound.

Pictures: **kite, mice, lid, pine**
bird, chick, tiger, wrist
bike, spider, dime, white

Activity 4. Review the names of the pictures together. Have the student underline the pictures with the long **o** sound.

Lesson 5 Long Vowel Sounds Name: _____

1 Draw a circle around the pictures that have the long **a** sound. Long **a** says its name.

2 Draw a square around the pictures that have the long **e** sound. Long **e** says its name.

3 Draw an X through the pictures that have the long **i** sound. Long **i** says its name.

4 Underline the pictures that have the long **o** sound. Long **o** says its name.

Pictures: **hoe, snow, shoe, bone**
bowl, nose, cell phone, rose
road, mop, rope, box

Activity 5. Review the names of the pictures together. Have the student draw a circle around the pictures with the long ū sound.

Pictures: **tuba, cute, mule, glue**
cupcake, suit, flute, fruit
bus, up, cube, mug (or cup)

Activity 6. Practice each individual sound and blend the sounds together. For example: **puh** plus **a** is **pa**, etc. These combinations could be put on flashcards or a flip chart for future practice.

Activity 7. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

Activity 8. Practice each individual sound and blend the sounds together. These combinations could be put on flashcards or a flip chart for future practice.

Activity 9. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

5 Circle the pictures that have the long ū sound. Long ū says its name.

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

p + a = pa	p + o = po	p + e = pe	p + i = pi	p + u = pu
r + a = ra	r + o = ro	r + e = re	r + i = ri	r + u = ru

7 Add the ending words.

pā	pō	pē	pī	pū
pad	pod	peg	pig	pub
pal	pog	pen	pil	pug
pan	pop	pep	pin	pun
Pat	pot	pet	pip	pup

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rā	rō	rē	rī	rū
rad	rob	red	rib	rub
rag	rod	rep	rig	rug
ran	Ron		rim	Russ
rap	rot		rip	rut

8 Practice reading these ending blends. Use the short vowel sound.

a + p = ap	o + p = op	e + p = ep	i + p = ip	u + p = up
------------	------------	------------	------------	------------

9 Add the beginning words.

āp	ōp	ēp	īp	ūp
cap	bap	pep	dep	up
gap	cop	rep	hip	cup
lap	nop		Kp	pup
nap	top		sp	wp

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Lesson 6 - Silent e Rule

Overview:

- Review short vowel sounds
- Review long vowel sounds
- Introduce diacritical markings for long vowel sounds and silent **e**
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Alphabet flashcards
- Phonics rule flashcard in **Teacher Resources**
- Story: *Nate Skates*

Teaching Tips:

Read and discuss the Silent **e** rule with the student. Demonstrate diacritical markings for silent **e** and long vowel sounds. Explain that the line drawn above a vowel to show that it has a long sound is called a **macron**. The silent **e** has a line drawn through it to show that it makes no sound.

Activity 1. Have the student read each of the short vowel words. Discuss the formation and meaning of the diacritical markings for long vowels and for silent **e**. Do several examples on the board for the student to practice on paper. Instruct the student to add a silent **e** to each word in the activity and make the appropriate diacritical markings to the silent **e** and the long vowel. Have the student read the new words with their long vowel sound.

Activity 2. Review the names of the pictures together. Have the student add the silent **e** to the word and make the appropriate diacritical markings to the silent **e** and the long vowel. Have the student read the new words with their long vowel sound.

Pictures: **bone, cake, kite, plate**
robe, cone, mule, rope

Lesson 6 Star + Kid Name: _____

Rules:
In words that have a vowel, a consonant, and an e at the end, the first vowel sound is long and the e is silent. Examples: ripe, pine, kite, and pane.

1 Read the short vowel words. Add a silent e, cross it out, and make a straight line over the vowel to show that it has the long sound. Read the words to your teacher.

ripe pine kite pane
fine ride hide bite
cute tote cube dime
tone hope mope rode
robe cape tape mate
rate made fade tube



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2 Look at the pictures. Add a silent e to each word, cross it out, and make a straight line over the vowel to show that it has the long sound.



bone cake kite plate



robe cone mule rope



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Activity 3. Practice each individual sound and blend the sounds together. For example: **juh** plus **a** is **ja**, etc. These combinations could be put on flashcards or a flip chart for future practice.

Activity 4. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

Activity 5. Practice each individual sound and blend the sounds together. For example: **vuh** plus **a** is **va**, etc. These combinations could be put on flashcards or a flip chart for future practice.

Activity 6. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

Activity 7. Practice each individual sound and blend the sounds together. For example: **yuh** plus **a** is **ya**, etc. These combinations could be put on flashcards or a flip chart for future practice.

Activity 8. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

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

j + a = ja j + o = jo j + e = je j + i = ji j + u = ju

4 Add the ending sounds.

ja	jo	je	ji	ju
job	job	Jeb	jib	jog
Jon	jog	Jed	jif	jut
jox	Jon	Jen	Jim	
	jot	jet	Jip	

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

v + a = va v + e = ve v + o = vo v + i = vi

6 Add the ending sounds.

va	ve	vo	vi
vac	Von	vet	vim
van	vac	ven	
vat			

Horizon Phonics & Reading Guide / Student Book 100 #

wa	wa	wa	wi
wad	wan	wab	wil
wag		wed	wip
wal		wet	wit
wat			

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

y + a = ya y + e = ye z + e = ze

y + o = yo z + o = zo z + i = zi

8 Add the ending sounds.

ya	ye	ze	zo	zi
yam	yan	yet	zog	Zen
yap		yep	zop	zip

Horizon Phonics & Reading Guide / Student Book 100 #

Lesson 7 - Hard & Soft Sounds of c & g

Overview:

- Identify soft **c** and hard **c** sounds in words
- Identify soft **g** and hard **g** sounds in words
- Complete a crossword puzzle using words with the sounds of hard and soft **c** and **g**
- Blend consonant-vowel pairs
- Blend consonant-vowel-consonant words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *Cecelia Goes to the City*

Teaching Tips:

Read and discuss the hard and soft sounds of **c** and **g**. Discuss the pictures in each activity so that the student is able to identify them correctly. Discuss the crossword puzzle with the student, explaining how one word builds off another.

Activity 1. Discuss the pictures in the activity. Have the student identify each picture and determine whether the hard or soft sound of **c** is heard. Have the student underline all the pictures with the sound of hard **c** first. Go through the activity again and tell the student to circle the pictures that have the soft **c** sound.

Pictures: **corn, ceiling, cry, city**
cook, police, cake, recess
face, cat, pencils, castle
cane, slice, can, price

Activity 2. Discuss the pictures in the activity. Have the student identify each picture and determine whether the hard or soft sound of **g** is heard. Have the student underline all the pictures with the sound of soft **g** first. Go through the activity again and draw a square around the pictures that have the hard **g** sound.

Pictures: **gum, giraffe, pig, garden**

Lesson 7 Hard & Soft Sounds of c & g Name: _____

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

1 Underline the pictures that have the sound of hard c. Draw a circle around the pictures that have the soft c sound.

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

2 Underline the pictures that have the sound of soft g. Draw a square around the pictures that have the sound of hard g.

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grapes, giant, goat, rug
pigeon, gate, gem, bag
grass, sugar, glass, carriage

Activity 3. Have the student match the picture clues to the words in the word list before completing the puzzle. Explain that in a crossword puzzle, one word builds upon another, and the words can be written either across or down. If necessary, demonstrate some simple words on the white board or chalkboard and show how the words connect.

- Across: **1. gum**
2. cane
3. slice
5. face
- Down: **1. gems**
4. cake

Activity 4. Practice each individual sound and blend the short vowel and consonant sounds together. For example: **eh plus v is ev**, etc. These combinations could be put on flashcards or a flip chart for future practice.

Activity 5. Using the combinations from the previous activity, blend beginning and ending sounds and read the words. Remind the students that names of people and places are proper nouns and begin with a capital letter. Review each ladder several times. It might be helpful to review these types of activities several times over the next couple of weeks.

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

face cane gems cake gum slice

ACROSS:
 1. 2. 3. 5.

DOWN:
 1. 4.

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4 Practice reading these ending blends. Use the short vowel sound.

o + v = ov	d + x = dx	o + x = ox
a + v = av	i + v = iv	u + v = uv

5 Add the beginning words.

__ev	__dx	__ox	__ix	__ex	__ix
Bev	dx	ox	hex	Dix	lux
	fox	box	Rex	fix	lux
	lov	fox	Tex	mix	
	Max	lov	vox	nix	
	sov	nox		pix	
	tox	nox		six	
	wax	vox			

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Lesson 8 - Consonant Digraphs

th, ch, wh

Overview:

- Identify beginning/ending sounds of **th** and **ch**
- Identify beginning sound of **wh**
- Identify the correct consonant digraph in a word
- Complete sentences using words with consonant digraph **ch**
- Complete words using digraphs **th, ch,** and **wh**

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *Lee's Teeth*

Teaching Tips:

Read and discuss the rule about consonant digraphs **th, ch,** and **wh.** Ask the student to think of other words with these digraphs.

Activity 1. Discuss the pictures in this activity so that the student is able to identify them correctly. Have the student circle the first consonant digraph if the picture illustrates a word *beginning* with that sound. The student should circle the last consonant digraph if the pictured word *ends* with that sound. Demonstrate on the chalkboard or white board if necessary.

Pictures: **thin, bath, thick, math**
pinch, chair, chick, inch

Activity 2. Discuss the pictures in this activity so that the student is able to identify them correctly. The student will write the consonant digraph **wh** under each picture.

Pictures: **wheat, wheel, whip, whistle, whale**

Activity 3. Discuss the pictures in this activity so that the student is able to identify them correctly. Have the student circle the correct consonant digraph for each word illustrated.

Pictures: **thick, whistle, chair, whip**
chick, whale, thin, thimble

Lesson 8 Consonant Digraphs th, ch, wh Name: _____

Rule:
A consonant digraph is two consonants that stay together to make their special sound. Consonant digraph th can be used at the beginning, middle, or end of a word. Examples: thin, bath, and path. Consonant digraph ch can be used at the beginning or end of a word. Examples: chin and inch. Consonant digraph wh makes the sound you hear in which and when.

1 Look at the pictures below. Circle the correct consonant digraph to show whether the sound is at the beginning or at the end of the word.

2 Print the beginning sound under each picture that starts with consonant digraph wh.

3 Look at the pictures below. Circle the correct beginning consonant digraph.

4 Look at the pictures. Complete the words by writing the th at the beginning, the middle, or the end of each word.

fa th er mo th er pa th
th ick th in ba th

Activity 4. Discuss the pictures in this activity so that the student is able to identify them correctly. Discuss the different sounds that **th**

makes: the *voiced* sound in **this, that,** and **them,** or the *voiceless* sound in **path, think,** and **math.** Have the student think of other words with the different sounds of **th.**

Pictures: **father, mother, path
thick, thin, bath**

Activity 5. Help the student read the words in the word list and the sentences. The student will choose which word correctly completes each sentence and will print that word on the line.

Sentences:

1. **Jill and Kim are chums.**
2. **They like each other very much.**
3. **They like to bake, and they like to play chess.**
4. **They chat with each other as they play.**
5. **Dad had to chop wood for the fireplace.**
6. **He did not want us to get a chill.**

Activity 6. Discuss the pictures in this activity so that the student is able to identify them correctly. Have the student write **ch** at the beginning or the end of each word.

Words: **pinch, lunch, chat**

Activity 7. Have the student add the consonant digraph **th** to each of the words and listen as they read the words to you.

Words: **with, moth, thin, thud
path, math, this, that**

Activity 8. Have the student add the consonant digraph **ch** to each of the words and listen as they read the words to you.

Words: **chin, chaff, chip, chap
such, chug, rich, much**

Activity 9. Have the student add the consonant digraph **wh** to each of the words and listen as they read the words to you.

Words: **whip, whiff, whim, wham
when, whet, whip, whiz**

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

Word List

chums chess chill much chop chat

1. Jill and Kim are chums 
2. They like each other very much 
3. They like to bake, and they like to play chess
4. They chat with each other as they play.
5. Dad had to chop logs for the fireplace.
6. He did not want us to get a chill

6. Look at the pictures. Complete the words by writing the **ch** at the beginning or the end of each word.

 pin ch  lun ch  ch at

7. Add **th** to each of the words below, then read the words to your teacher.

wi th mo th th in th ud

pa th ma th th is th at

8. Add **ch** to each of the words below, then read the words to your teacher.

ch in ch aff ch ip ch ap

su ch ch ug ri ch mu ch

9. Add **wh** to each of the words below, then read the words to your teacher.

wh ip wh iff wh im wh am

wh en wh et wh ip wh iz

Lesson 9 - Vowel Pairs

ai, ay, ee, ea

Overview:

- Complete words by using correct vowel pairs
- Reading and writing words with vowel pairs
- Adding long **e** to short vowel words to make new words
- Picture/word match
- Sentence completion

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Peach Tree*

Teaching Tips:

Read and discuss the rule about vowel pairs. Demonstrate the correct diacritical markings for each vowel pair: $\bar{a}i$, $\bar{a}y$, $\bar{e}e$, $\bar{e}a$. Ask the students to think of additional words for each vowel pair. Discuss the pictures in each activity so that the student is able to identify them correctly. (**Optional:** You may have the students place diacritical markings on all the vowel-pair words they write.)

Activity 1. Discuss each picture and have the student complete each word with the correct vowel pair.

Pictures: **seal, paint, play, sweep**
bee, tree, rain, creek
teeth, read, sleep, team

Activity 2. Have the student read each of the words in the word list and write the words under the correct pictures.

Pictures: **leaf, peek, rain, seal**
seat, tray, tree, team

Activity 3. Have the student add long **e** in the correct place in each word to make a new word with the long **e** sound. Stress to the student that the **e** does not always go at the end of the word to make the long vowel sound.

Lesson 9 Student Name: _____

Unit 9 Date: _____

Rules:

A vowel pair is two vowels that come together to make one long vowel sound. The first vowel is long, and the second vowel is silent. Examples: *chain, rainy, coffee, and cream.*

1. Say the name for each picture. Place the words under each picture with the correct vowel pair.


 s e a l


 p a i n t


 p l a y


 s w e e p


 b e e


 t r e e


 r a i n


 c r e e k


 t e e t h


 r e a d


 s l e e p


 t e a m

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2. Write the name of each picture. Use the words from the list.

Word List
 team seal leaf seat tree peek tray rain


 l e a f


 p e e k


 r a i n


 s e a l


 s e a t


 t r a y


 t r e e


 t e a m

3. Add long **e** before the vowel in each word to make a new word with the long **e** sound.

ten teen

sat seat

mat meat

cram cream





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Words: **ten** = **teen**
sat = **seat**
mat = **meat**
cram = **cream**

Activity 4. Have the student add the vowel pair **ay** to each of the words and read the completed words back to you.

Words: **play, pray, tray, hay**
stay, may, Jay, gray

Activity 5. Discuss each picture so that the student can correctly identify them. Read the words and have the student draw a line to match the words with the correct pictures.

Pictures: **teeth** **meat**
eagle **feet**
sweep **tree**
seal **team**
bee **sleep**

Activity 6. Help the student read the sentences and the word choices for each one. Have the student choose which word will complete each sentence correctly. The student is to underline the correct word and print it on the line.

Sentences:

1. **We like to go to the zoo.**
2. **The seals are fun to see.**
3. **I like the eagle best.**
4. **We rest under a shade tree.**
5. **We use the benches for seats.**
6. **Our feet get tired after lots of walking.**
7. **We will see the lions next.**
8. **They have big teeth.**
9. **Then we will each have a cold drink.**
10. **We will come see the animals again soon!**

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

play pray tray hay
 stay may Jay gray

5. Draw lines to match the pictures with the words.

teeth seal tree feet meat bee eagle sleep team sweep

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

1. We see like to go to the zoo.
2. The seals are fun to see.
3. I like the eagle best.
4. We rest under a shade tree.
5. We use the benches for seats.
6. Our feet get tired after lots of walking.
7. We will see the lions next.
8. They have big teeth.
9. Then we will each have a cold drink.
10. We will come see the animals again soon!

Lesson 10 - Vowel Pairs

ie, oa, oe

Overview:

- Read and place diacritical markings on words with vowel pairs **ie**, **oa**, and **oe**
- Word completion

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board or chalkboard
- Phonics rule flashcard in **Teacher Resources**
- Story: *The Old Goat*

Teaching Tips:

Read and review the rule about vowel pairs. Demonstrate the correct diacritical markings for each vowel pair: **īē**, **ōā**, **ōē**. Ask the students to think of additional words for each vowel pair. Discuss the pictures in each activity so that the student is able to identify them correctly.

Activity 1. Have the student read each word under the picture and make the correct diacritical markings.

- Words: **hoe**, **coat**, **road**, **pie**
doe, **toe**, **toad**, **boat**
goat, **soap**, **toast**, **tie**

LESSON
10

Student Name: _____
 Date: ____/____/____

Rules:

A vowel pair is two vowels that come together to make one long vowel sound. The first vowel is long, and the second vowel is silent. Examples: *ie* in *tie*, *oa* in *soap*, and *oe* in *toe*.

1 Read the name under each picture. Draw a straight line over the long vowel and draw a line through the silent vowel. Example: *hoe*






hōē

cōāt

rōād

pīē






dōē

tōē

tōād

bōāt






gōāt

sōāp

tōāst

tīē

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Activity 2. Review the sound that the vowel pair **oa** makes. Tell the student to add **oa** to each of the words and read the words to you.

(**Optional:** You may have the student make the proper diacritical markings on the words.)

Words: **toad, float, Joan, road**
roast, toast, soap, goat

Activity 3. Review the sound that the vowel pair **oe** makes and have the student complete each of the words in this activity. (**Optional:** You may have the student make the proper diacritical markings on the words.)

Words: **toe, hoe, Joe, doe**

Activity 4. Review the sound that the vowel pair **ie** makes and have the student complete each of the words in this activity. (**Optional:** You may have the student make the proper diacritical markings on the words.)

Words: **lie, pie, die, tie**

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

t o a d f l o a t J o a n r o a d

r o a s t t o a s t s o a p g o a t

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

t o e h o e J o e d o e

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

l i e p i e d i e t i e



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Test 1

Lessons 1-10

Instructions:

Have the student name all of the pictures in the test to make sure that he/she can identify them. Review the positions of **beginning**, **middle**, and **end** in words to make sure that the student understands the concept. Review the silent **e** rule with the student. Help the student pronounce all of the words in the test. Answer any questions the student may have. This test should not be timed.

Activity 1. Read the instruction with the student. Instruct the student to write the beginning lowercase consonant for each picture.

Pictures: **goat, bus, van**
top, cat, map

Letters: **g, b, v**
t, c, m

Activity 2. Read the instruction with the student. Instruct the student to write the ending lowercase consonant for each picture.

Pictures: **car, bed, lamp**
dog, man, desk

Letters: **r, d, p**
g, n, k

Activity 3. Read the instruction with the student. Instruct the student to write the middle lowercase consonant sound he hears for each picture.

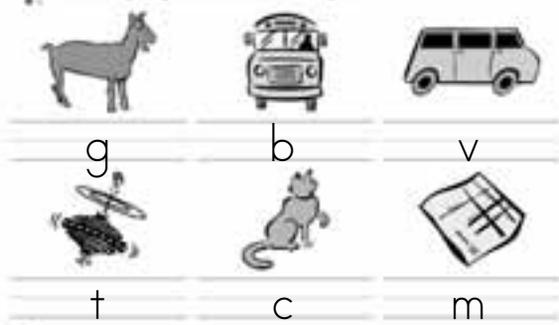
Pictures: **table, tiger, ladder**
kitten, zipper, ruler

Letters: **b, g, d**
t, p, l

Activity 4. Read the words with the student. Instruct the student to draw a line to match the picture with the words in the list.

What do you remember? for 1 Lesson 1-10 Name: _____

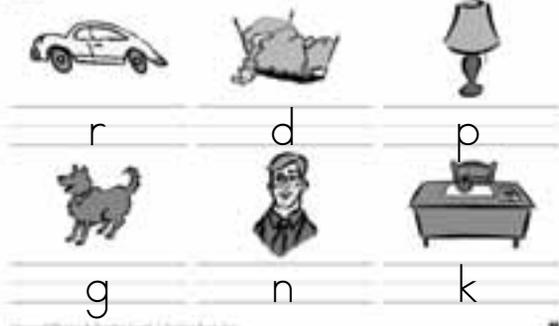
1 Write the beginning consonant sound for each picture.



g b v

t c m

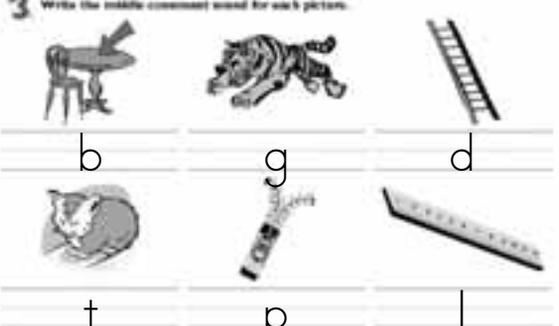
2 Write the ending consonant sound for each picture.



r d p

g n k

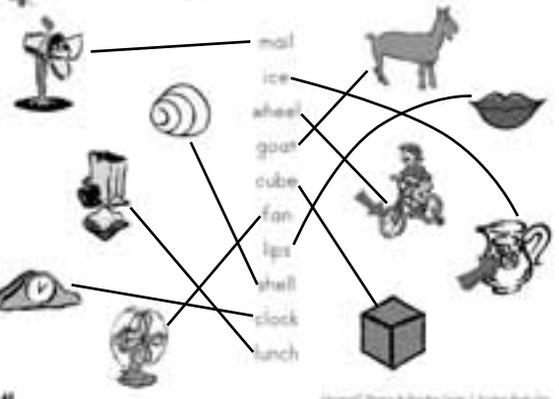
3 Write the middle consonant sound for each picture.



b g d

t p l

4 Draw lines to match the pictures with the words.



mail ice
wheel goat
kitten zipper ruler
cube fan
lips shell
clock lunch

Pictures: **mail** **goat**
shell **lips**
lunch **wheel**
clock **ice**
fan **cube**

Activity 5. Read the instructions and the word choices with the student. Make sure that the student underlines the correct word choice as well as writing it on the lines.

Sentences:

1. **My dog is Sam.**
2. **He is brown.**
3. **He likes to play.**
4. **We go to the park.**
5. **I take my mitt.**
6. **My dog and I play ball.**
7. **My dog runs as fast as he can.**
8. **He likes to get the ball.**
9. **One day I took my dog to school.**
10. **We were having “show and tell.”**
11. **The kids liked to pet my dog.**

Activity 6. Read the instructions with the student and stress the importance of adding the diacritical markings to the words they write on the lines.

Words: **fine, robe, made, cute, tube, bite, dime, tape**

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

1. Sam / map My dog is Sam 
2. brown / jumpy man He is brown 
3. play / bed can He likes to play 
4. park / fat bib We go to the park 
5. mitt / wind mitt I take my mitt 
6. ball / wig pig My dog and I play ball 
7. runs / top nap My dog runs as fast as he can. 
8. get / bath net He likes to get the ball. 
9. school / jet school One day I took my dog to school 
10. tell / ball pet We were having “show and tell.” 
11. pet / read ham The kids liked to pet my dog. 

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6 Read the short vowel words. Add a short *i*, cross it out, and make a straight line over the vowel to show that it has the long sound.

1. Add silent *i* to fin: fīnē 
2. Add silent *i* to rob: rōbē 
3. Add silent *i* to mad: mādē 
4. Add silent *i* to cut: cūtē 
5. Add silent *i* to tub: tūbē 
6. Add silent *i* to bit: bītē 
7. Add silent *i* to dim: dīmē 
8. Add silent *i* to tap: tāpē 

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