

Horizons

Phonics and Reading



Book 1

Author:

Alan L. Christopherson, M.S.

Editor:

Alan L. Christopherson, M.S.

Graphic Design:

Jennifer L. Davis

Illustrations:

Alpha Omega Graphics & Keith A. Piccolo

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.

Horizons Phonics and Reading 2, Book 1

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

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 978-0-7403-1252-6

Name _____



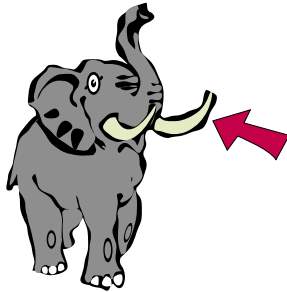
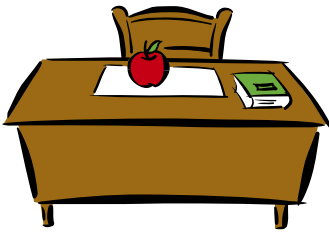
Lesson 21

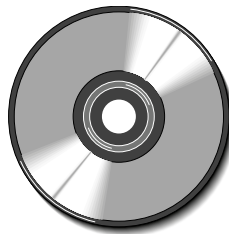
The ending consonant blends **sk**, **sp**, and **ng** work together to make the sounds you hear in **dusk**, **wasp**, and **ring**.

desk task ask mask husk dusk disk tusk



Look at the pictures. Write the **sk** word from the list under the correct picture.





The **/ng/** is a sound that you make in your throat. When you see an **ng** in a word, you do not say the **/n/** sound and the **/g/** sound separately. The sound is made at the back of your throat.



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

ga

zi

ri

ba

lu

ru

ra

su



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

ga

li

wi

ha

ra

cu

wa

cla

When you add *-ing*, it means something is happening now as in *talking* and *rolling*. A suffix is an ending that is added to a word. Many words do not have to have the spelling changed before the suffix is added.



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

ask

ring

rasp

husk

ping

sing

gasp

bang

wing

disk

ding

zing

risk

mask

bask

land

link

dump

camp

wink

mend

Name _____



Lesson 22

A **Consonant Blend** consists of two or more consonants sounded together in such a way that each letter is heard.



Read each short vowel word. Drop the ending consonant and add a final consonant blend *ct, ft, lt, nt, pt, rt, st, or xt* to make a new word.

let	_____	wet	_____	bet	_____
	_____		_____		_____
	_____		_____		_____
fat	_____	lip	_____	lid	_____
	_____		_____		_____
	_____		_____		_____
tap	_____	pup	_____	hut	_____
	_____		_____		_____
	_____		_____		_____
bet	_____	rag	_____	mom	_____
	_____		_____		_____
	_____		_____		_____



Read each short vowel word. Drop the ending consonant and add a final consonant blend *lb, ld, lf, lk, lm, or lp* to make a new word.

but	_____	yet	_____	cat	_____
	_____		_____		_____
	_____		_____		_____
men	_____	mit	_____	fin	_____
	_____		_____		_____
	_____		_____		_____
got	_____	set	_____	fob	_____
	_____		_____		_____
	_____		_____		_____
bun	_____	wet	_____	shed	_____
	_____		_____		_____
	_____		_____		_____


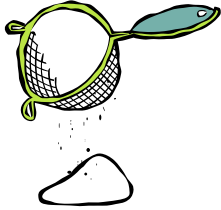












Read each short vowel word. Drop the ending consonant and add a final consonant blend *mp, nk, nc, nd, rd, sk, sp, or ng* to make a new word.

rap	_____	bad	_____	cap	_____
	-----		-----		-----
	_____		_____		_____
tan	_____	bun	_____	bin	_____
	-----		-----		-----
	_____		_____		_____
had	_____	bet	_____	pop	_____
	-----		-----		-----
	_____		_____		_____
lap	_____	fun	_____	pin	_____
	-----		-----		-----
	_____		_____		_____



Say the name of each picture. Circle the correct *final* consonant sound.

	lb lf lk lm		ld lt pt ft		nd st lp rt		ct ld nk nd
	lp rd st lm		mp nd lt st		ft lm nk rd		rt rd ct lp
	ct lt nd lf		ft nc lm nt		lp lb lk lm		lp lm mp lf

Name _____



Lesson 23

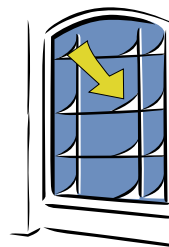
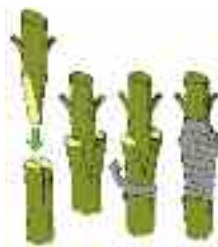
In a **Consonant Blend**, two or more consonants come together in a word. Their sounds blend together but each sound is heard as in **green**, **frog**, **tree**, **drip**, **bride**.

The beginning consonant blends **br**, **tr**, **fr**, **pr**, **dr**, **cr**, and **gr** work together to make the sounds you hear in **bread**, **trip**, **frog**, **pride**, **drip**, **crab**, and **grim**.

brush drink grind truck crash frock
crust frost print broth drift graft



Look at the pictures. Write the **r** blend word from the list under the correct picture.



2

Draw lines to match the pictures with the words.



press



track



grand

trick



frisk



grist



3

Read each sentence. Choose the correct word to complete the sentence. Then write the word on the line.

1. Drop the red _____ in the back of the truck.

brink brick

2. Brad can _____ the crisp crab leg.

crack crutch

3. Fred _____ his fresh can of pop.

draft drank

4. Trust the end of the _____ to grab the deck.

crutch crest

5. Print the _____ on a press.

brash prank

Name _____



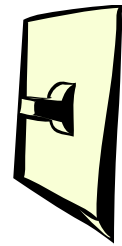
Lesson 24

The beginning consonant blends *sc*, *sl*, *sm*, *sn*, *sp*, *st*, and *sw* work together to make the sounds you hear in *scum*, *slop*, *smog*, *snob*, *spit*, *stem*, and *swim*.

skunk scab smash snack swing stitch
switch stamp speck sling slash smock



Look at the pictures. Write the *s* blend word from the list under the correct picture.





Add the **s** blend to each of the words below, then read the words to your teacher.

sw

st

sm

sl

ift

and

ack

ink

amp

ink

ith

ant

ish

ack

art

ack

ept

uck

ell

ept



Read each sentence. Choose the correct word to complete the sentence. Then write the word on the line.

1. Snack on the _____ grub.

scat scant



2. Stop and _____ on the top step.

stand stack

3. Swap the _____ for a swift swan.

swish swing



4. Spot spun a spud at the _____ .

speck spend

5. The slug will not _____ the slim skunk.

smack smell



6. Stan will skip the _____ swim.

swift swept

Name _____



Lesson 25

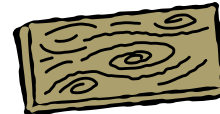
The beginning consonant blends *bl*, *cl*, *fl*, *gl*, *pl*, and *sl* work together to make the sounds you hear in *blip*, *clef*, *flat*, *glob*, *plus*, and *slim*.



Draw lines to match the pictures with the words.

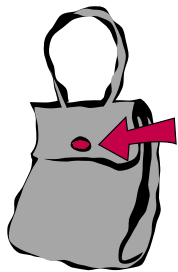


blink
clerk
flash
gland
plant
plank
plank
flick
clock
blast

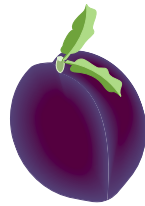


Say the name of each picture. Circle the correct *initial* consonant sound.

pl
fl
cl
bl



pl
fl
cl
bl



pl
fl
cl
bl



pl
fl
cl
bl



pl
fl
cl
bl



pl
fl
cl
bl



pl
fl
cl
bl



pl
fl
cl
bl





For each word, find a word from the list with the same / blend. Write the words on the lines.

blunt clump glass flank pluck slash

glum _____

click _____

blest _____

plush _____

flat _____

slack _____



Add the / blend to each of the words below, then read the words to your teacher.

sl im ed um op

gl ib en ut ob

pl an ed ump ot

cl uck ang ump utch

fl ing esh ub ag

bl ip est uff ock

Name _____



Lesson 26

The beginning consonant blends **dw**, **gw**, **sw**, and **tw** work together to make the sounds you hear in **dwelt**, **Gwen**, **swing**, and **twin**.



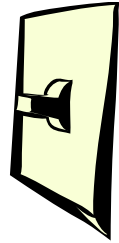
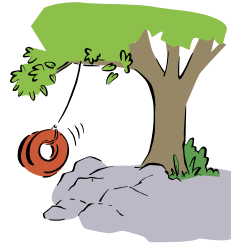
Add **tw** to each of the words below, then read the words to your teacher.

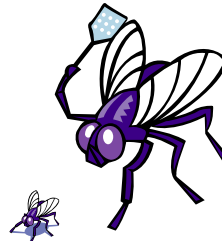
ist in ig itch
ill it ang eet

swing switch swish swamp
swat swim swept swan



Look at the pictures. Write the **sw** blend word from the list under the correct picture.





The phonogram *dge* may be used only after a single vowel that says its short sound as in *badge*, *edge*, *bridge*, *lodge*, *budge*.

3

Draw lines to match the pictures with the words.



judge

badge

hedge

pledge

wedge

bridge

fudge

sledge

badger



4

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

bu

ri

nu

ba

e

le

ho

po

Ma

do

gru

lo

5

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

dw

ell

elt

Gw

en

Name _____
















Lesson 27

In a **Consonant Blend**, two or more consonants come together in a word. Their sounds blend together, but each sound is heard.



Read the words. Circle the correct word for the picture.

 <p>bring brass bridge brim</p>	 <p>cross crab crest crush</p>	 <p>drag drill drop dress</p>	 <p>frank fresh from frog</p>
 <p>grant grab grin grass</p>	 <p>prom prop print press</p>	 <p>trap trust trim trot</p>	 <p>skip skull skin skill</p>
 <p>slap slim slug sled</p>	 <p>smell small smog smudge</p>	 <p>snap snip snob snug</p>	 <p>spud spit spin spell</p>
 <p>stop sting step stun</p>	 <p>swim swell swap swat</p>	 <p>blond block blunt blank</p>	 <p>clash clink cluck club</p>
 <p>flop flag flank flip</p>	 <p>glad glass glen gloss</p>	 <p>plod plus plug plop</p>	 <p>twist twitch twin twig</p>



Read each word. Then write a word with the same phonogram that begins with an *r-blend: br, cr, dr, fr, gr, tr, or pr.*

cash

lip

bush

tank

dim

tab

lag

top



Read each word. Then write a word with the same phonogram that begins with an *s-blend: sc, sl, sm, sk, sn, sp, st, or sw.*

tap

fill

ham

rot

tip

nab

rug

ring



Read each word. Then write a word with the same phonogram that begins with an *l-blend: bl, cl, fl, gl, or sl.*

sank

moss

sash

sod

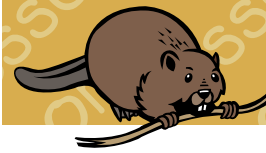
mop

map

pass

pink

Name _____



Lesson 28

A **Final Stable Syllable** is a syllable that occurs at the end of a word frequently enough to be considered stable. The final stable syllable is coded first with a bracket (code the *e* silent) and then code the first syllable of the word. [ble **table**, [cle **uncle**, [dle **candle**, [fle **ruffle**, [gle **goggle**, [kle **tinkle**, [ple **staple**, [sle **hassle**, [tle **battle**, [zle **puzzle**.



Code the **Final Stable Syllable** in each word with a bracket. Code the final *e* silent. Code the vowel short. Read the words.

gobble

uncle

dwindle

scuffle

single

crinkle

grapple

hassle

little

frazzle

ramble

twinkle



Draw lines to match the pictures with the **Final Stable Syllable** words.



bottle

ankle



jungle



dribble



thistle

stubble

apple



turtle





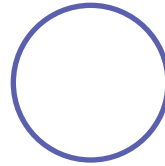
Say the name of each picture. Circle the correct *Final Stable Syllable*. Write the letters to complete each word.



zle
kle
cle



zle
kle
cle



zle
kle
cle



zle
kle
cle

twin

puz

cir

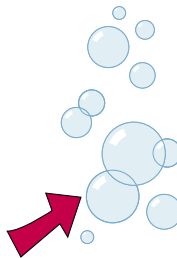
muz



ple
ble
dle



ple
ble
dle



ple
ble
dle



ple
ble
dle

thim

fid

bub

tem



tfe
fle
zle



tfe
fle
zle



tfe
fle
zle



tfe
fle
zle

noz

shut

whis

ruf



sle
gle
kle



sle
gle
kle



sle
gle
kle



sle
gle
kle

crin

tan

tus

tin

Name _____



Lesson 29

When you have a word that has the old-style spelling in which the *-le* sounds like *-el*, divide before the consonant before the *-le*. For example: *a/ble*, *fum/ble*, *rub/ble*, *mum/ble*, and *thi/stle*. The only exceptions to this are *ckle* words like *tick/le*.



Code the final syllable in each word with a slash. Code the final *e* silent. Code the vowel short. Read the words.

tickle heckle chuckle

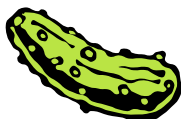
buckle sickle tackle

crackle spackle cackle

prickle freckle pickle



Draw lines to match the pictures with the *-ckle* words.



tickle

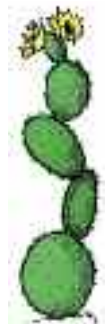
pickle

buckle

tackle

prickle

chuckle



Triple Consonant Blends: *nce* as in *pounce* and *bounce*; *nse* as in *sense* and *dense*; *lse* as in *false* and *repulse*; *lve* as in *twelve* and *solve*; *nge* as in *range* and *plunge*.

3 Add *nce* which has the *ns* sound to each of the words below, then read the words to your teacher.

fe si mi pri

adva pena hindra

entra ridda dista

4 Add *nse* which has the *ns* sound to each of the words below, then read the words to your teacher.

ri de se te

5 Add *lse* which has the *ls* sound to each of the words below, then read the words to your teacher.

fa e pu du

6 Add *lve* which has the *lv* sound to each of the words below, then read the words to your teacher.

va she so twe

7 Add *nge* which has the *nj* sound to each of the words below, then read the words to your teacher.

ti cri fri hi

si plu challe

Name _____



Lesson 30

Triple Consonant Blends: *rch* as in *porch* and *church*; *nch* as in *bench* and *inch*; *rth* as in *worth* and *earth*; *nth* as in *month* and *ninth*; *mpt* as in *prompt* and *attempt*; *lch* as in *squelch* and *mulch*.



Draw lines to match the pictures with the *-rch* words.



perch
arch
torch
church
starch
birch
porch
lurch



bench bunch lunch punch
branch inch pinch ranch



Look at the pictures. Write the *nch* blend word from the list under the correct picture.



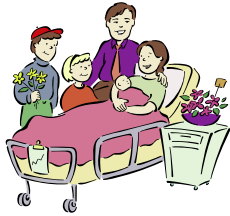
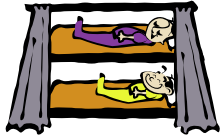




Draw lines to match the pictures with the *-rth* words.



north
birth
worth
berth
mirth
girth



Add the final *triple consonant blend* to each of the words below, then read the words to your teacher.

mpt

mpse

nth

nth

pro

gli

te

pli



Add the final *triple consonant blend* to each of the words below, then read the words to your teacher.

zi

be

mu

gu

lch

ca

ba

la

ha

tch

swi

Sco

cru

Du

tch

sni

ske

clu

sna

tch

cru

que

hu

tre

nch

Fre

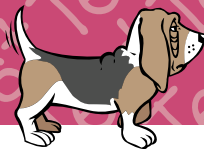
ste

dre

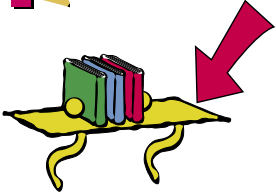
cle

nch

Name _____



Finish the words below with *b, d, f, k, l, m, p,* or *t*.



shel



bul



chal



bel



wel



fil



hel



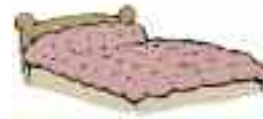
sal



Read each sentence. Underline the correct word to complete the sentence.

1. Will he pass the (soft, test)?

2. I (slept, swish) in the pink bed.



3. Did he (crash, shelf) the truck?



4. The bell is (landing, ringing)!

5. (Dunk, Bring) the raft to the camp.

6. Help stack the junk on the (mind, desk).



Finish the words below with a short vowel, then read the words to your teacher.



l ft



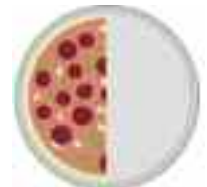
g lp



lk m



th h



lf

4 Finish the words below with *c, f, n, p, r, s,* or *x*.



ne t

de t

ce t

sle t



du t

gi t

ca t

ne t

5 Use the letters to complete the word for each picture.



c
n
t



k
p
c



p
t
s



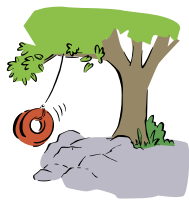
n
ch
t

s a k

s e k

s am

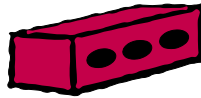
s it



n
t
w



l
g
n



r
t
k



d
k
r

s i g

s in

b ic

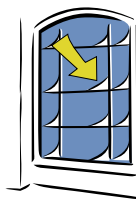
p an



t
k
k



ch
c
r



r
t
d



g
t
d

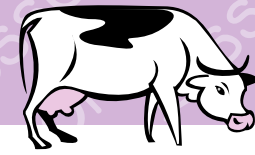
s un

c ut

f os

rin

Name _____

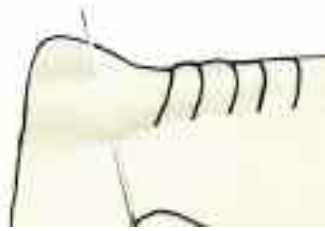


Lesson 31

In a **Trigraph** three letters come together to make one vowel or consonant sound. They are underlined and some letters are marked silent. The trigraph **tch** makes the "ch" sound at the end of a word and comes after a short vowel as in **catch** and **stretch**. Mark the **t** silent.



Look at the pictures and read the words. Underline the **tch** trigraph and cross out the silent letter. Divide the word between the syllables.



stitching



matching



patching



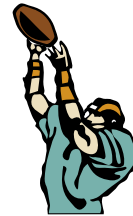
hatching



pitching



snatching



catching



sketching



hatchback



latching



clutching



hitching



hopscotch



nuthatch



ketchup



switchback

etching butcher switching pitcher twitching catcher



Unscramble the words. Use the words from the list to help you.

nigicwhts

urbceht

tacehcr

cihtegn

iwihgcttn

ripthce

A **Compound Word** is a word made from two or more words joined together to make one word. The words that make up a compound word are spelled completely and keep their usual spelling: *cowboy, everybody, spaceman, sidewalk, bedroom, bookcase, football.*



Draw lines to form compound words. Use the center words as either the initial or the final part of the compound word. Some can be used more than once.

hatch	lock	notch
match	hop	stitch
ketch	up	hatch
notch	nut	scotch
	top	
	back	

Name _____



Lesson 32



Read each word. Find the triple consonant blend in each word. Circle the blend and write it on the line.

single _____	sense _____	bottle _____
fence _____	bridge _____	change _____
ruffle _____	puzzle _____	false _____
branch _____	gulch _____	tenth _____
hassle _____	temple _____	cuddle _____
solve _____	catcher _____	tinkle _____
circle _____	thimble _____	prompt _____

false

tangle

apple

judge



Use words from the list to complete the sentences. Circle two other words in the sentences with triple consonant blends.

- Pick the _____ off the branch.
- The sample on the quiz is _____.
- The _____ will bang the desk.
- The belt was in a _____.



Circle the correct words to complete the sentences.

1. A **bubble/gooble** left the **drizzle/nozzle** of the can.
2. His **circle/uncle** sent him a **fiddle/cuddle**.
3. Did the fall **cripple/grapple** his **tinkle/ankle**?
4. **Tattle/Rattle** the **little/thistle** **batch/latch** on the **fence/prince**.
5. Patrick put **twelve/shelve** cans in the bag.
6. The **distance/substance** to the **pinch/bench** is an **inch/drench**.
7. **Hinge/Plunge** the **drizzle/nozzle** in the **puddle/riddle**.
8. **Bundle/Cubble** the twigs in the trash.
9. **Valve/Solve** the **drizzle/puzzle** with a **sketch/hatch**.
10. **Rinse/Tense** the dish with the **nozzle/muzzle**.
11. **Catch/Ditch** a **glimpse/lapse** of the **jostle/shuttle** in the **distance/prince**.
12. **Solve/Shelve** the **riddle/fiddle** with a **match/hutch**.
13. **Uncle/Circle** the **dense/sense** **single/jungle** with a **fence/mince**.
14. The **matcher/catcher** can **fumble/bubble** the **pitch/clutch**.
15. Brad had a **cackle/pickle** at **lunch/clench**.
16. A **gulch/belch** is in the path of the **entrance/mince**.
17. A **buckle/tickle** can **clench/bench** the **shuffle/ruffle** of the **bustle/nestle**.

Name _____

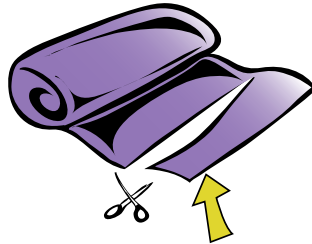


Lesson 33

Triple Consonant Blend **scr** makes the **skr** sound that you hear in **scream** and **describe**.



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



ub

ap

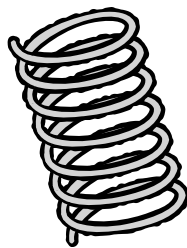
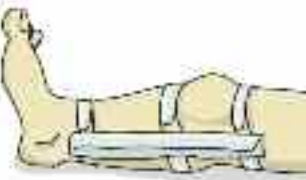
atch

am

Triple Consonant Blend **spl** makes the sound that you hear in **splash** and **splotch**.
Triple Consonant Blend **spr** makes the sound that you hear in **sprint** and **spray**.



Look at the pictures. Finish the words under each picture with the consonant blend **spl** or **spr**.



int

ing

ig

ash



Read the tongue twisters. Underline the initial triple consonant blends in each question.

1. Can a split splint splash a splotch?
2. Can a spring spritz a sprung sprig?
3. Can a scrod scribble a script?

Triple Consonant Blend **thr** makes the sound that you hear in **thrash** and **through**.
Triple Consonant Blend **shr** makes the sound that you hear in **shrink** and **shriek**.

4 Look at the pictures. Finish the words under each picture with the consonant blend **shr** or **thr**.



ob

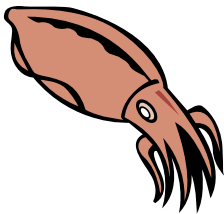
ed

imp

ush

Triple Consonant Blend **squ** makes the **skw** sound that you hear in **squish** and **squall**.
Triple Consonant Blend **str** makes the sound that you hear in **stress** and **stray**.

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



id

ut

int

ing

6 Read the tongue twisters. Underline the initial triple consonant blends in each question.

1. Can a thrush thrash the thrill of a throng?
2. Can a squid squish a squint?
3. Can a strict string straddle a strung strap?
4. Can a shrimp shrug and shrink?

Name _____



Lesson 34

When a syllable ends in a *silent e*, the *silent e* is a signal that the vowel in front of it is long as in *make*, *fete*, *kite*, *rope*, and *use*.

cake

grade

snake

bake

save

crate

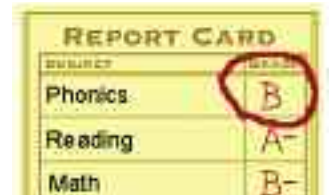
ape

wave



Look at the pictures. Write the *long a_e* word from the list under the correct picture.





v_e Rule: A vowel followed by a consonant and a "sneaky e" is long; code the vowel with a macron ($\bar{\quad}$) and cross out the "sneaky e" as in *name*, *hope*, *these*, *like*, *rule*.



Read the *long a* words. Mark the *a* long and cross out the *silent e*.

cage face gaze made pace spade ace

trace brave frame plate quake state space



Use the letters *b, c, f, l, m, s, r, t, w* or blends *bl, fl, qu, sh, gr, tr, sn* to form long vowel words. Read the words to your teacher.

___ ate	___ age	___ ale	___ ape	___ ace
___ ate	___ age	___ ale	___ ape	___ ace
___ ate	___ age	___ ale	___ ape	___ ace
___ ate	___ age	___ ale	___ ape	___ ace
___ ate	___ age	___ ale	___ ape	___ ace
___ ate	___ age	___ ale	___ ape	___ ace

A **Compound Word** is a word made from two or more words joined together to make one word. The words that make up a compound word are spelled completely and keep their usual spelling: *cowboy, everybody, spaceman, sidewalk, bedroom, bookcase, football.*

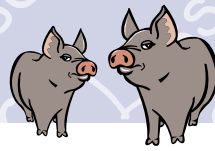


Draw lines to form compound words. Write the words on the lines.

wake	plate
snake	skin
face	mate
space	up
name	lift
ship	shop
bake	man

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name _____

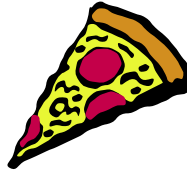
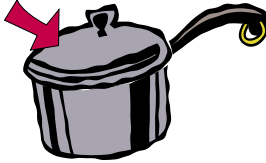
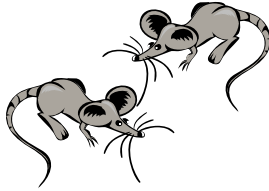


Lesson 35

When a syllable ends in a *silent e*, the *silent e* is a signal that the vowel in front of it is long as in *make*, *mete*, *kite*, *rope*, and *use*.



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



v_e Rule: A vowel followed by a consonant and a "sneaky e" is long; code the vowel with a macron ($\bar{\quad}$) and cross out the "sneaky e." Examples: *name*, *hope*, *these*, *like*, *rule*.



Read the *long e* words. Mark the *e* long and cross out the *silent e*.

Pete mete cede gene scene Crete

Eve these breve Steve theme



Read the words. Draw a *square* around all the words that have the *long I* sound.

spite	stitch	swing	switch	trike
shin	glide	pike	prize	slime
site	prime	smile	pitch	pink
trip	pride	thin	spring	shine



Read the *long i* words. Mark the *i* long and cross out the *silent e*.

site strike life side mile drive
 life quite prime chime spine line



Use the letters *b, c, d, f, g, h, k, l, m, s, r, t, v, w* or blends *br, ch, gl, qu, sl, gr, tr, sp, str, spl* to form long vowel words. Read the words to your teacher.

___ ite	___ ike	___ ide	___ ine	___ ife
___ ite	___ ike	___ ide	___ ine	___ ife
___ ite	___ ike	___ ide	___ ine	___ ive
___ ite	___ ike	___ ide	___ ine	___ ive
___ ite	___ ike	___ ide	___ ine	___ ime
___ ite	___ ike	___ ide	___ ine	___ ime

Name _____



Lesson 36

v_e Rule: A vowel followed by a consonant and a "sneaky e" is long; code the vowel with a macron ($\bar{\quad}$) and cross out the "sneaky e." Examples: *name, hope, these, like, rule.*

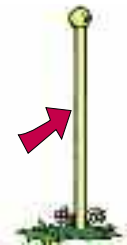
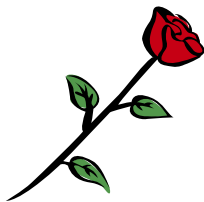


Find and circle the *long o* words. Hint: Look for the sneaky e.

mope	poke	spoke	woke	loft
mop	smock	drop	pope	dome
hope	scope	drove	joke	those
Rome	stock	smoke	boss	odd



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





Choose the correct final consonant to make the *long o* words. Write the letter on the blank.

bo___e	p
	x
	n

co___e	n
	s
	c

do___e	k
	m
	y

ho___e	p
	v
	b

jo___e	d
	k
	m

lo___e	m
	j
	n

mo___e	l
	b
	c

no___e	f
	t
	k

po___e	g
	b
	k

ro___e	p
	x
	n

sto___e	t
	z
	n

bro___e	p
	k
	z

tho___e	s
	t
	v

gro___e	d
	v
	n

sco___e	p
	t
	l

wo___e	v
	w
	k



Read the *long o* words. Mark the *o* long and cross out the *silent e*.

tone rode spoke hone mole sole
 stroke slope choke doze mope robe
 lobe pope hope those coke dose

Name _____

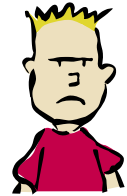
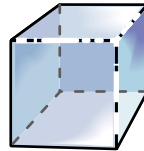
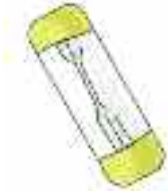
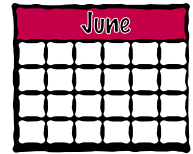
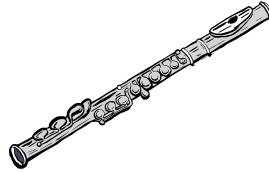
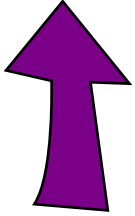


Lesson 37

v_e Rule: A vowel followed by a consonant and a "sneaky e" is long; code the vowel with a macron and cross out the "sneaky e." Examples of this rule: *name, hope, these, like, rule.*



Circle the pictures that have the *long u* sound. *Long u* says its name.



Read the *long u* words. Mark the *u* long and cross out the *silent e*.

tune rude puke dune mule yule

fluke dupe duke muse drupe tube

lube prude spruce fuse cuke tune

brute plume truce lute crude rule



Choose the correct initial consonant or blend to make the *long u* words. Write the letters on the blanks.

br	_____ute
pr	
n	

b	_____use
p	
f	

r	_____une
pr	
n	

b	_____ude
pr	
s	

gl	_____uke
r	
d	

m	_____ule
n	
p	

cr	_____ume
f	
t	

t	_____upe
s	
dr	

t	_____ube
w	
pr	

d	_____ute
n	
j	

br	_____une
t	
scr	

b	_____ude
cr	
s	

n	_____uke
b	
s	

b	_____ume
pl	
s	

bl	_____ute
c	
sc	

sc	_____uce
pr	
spr	



Read the sentences with *long u* words.

1. Luke had a brute mule at the dune.
2. June can use the flute for a crude tune.
3. The duke can prune the huge plume.
4. Rule the truce a cute ruse.
5. Make the yule spruce fit in the chute.

Name _____



Lesson 38

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 as in *tāpē*, *rīdē*, *bōnē*, and *tūbē*.



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.

rip

pin

kit

plan

shin

rid

hid

bit

cut

tot

cub

dim

met

hop

mop

glob

rob

cap

tap

slat

rat

mad

fad

tub

fat

spin

Pet

scrap



Use the *silent e* words to complete the questions.

- In what _____ do you _____ ?
- Can Nate _____ at the man in _____ ?
- On what _____ of the _____ is the _____ ?
- Will _____ buses run _____ ?
- Can Pete _____ the _____ bike ride?
- Did June find a _____ ?

state
live

space
wave

page
side
name

miles
five
those

take
same

line
life



Find the *long vowel* words in the puzzle. They are either horizontal or vertical.

N	D	P	R	I	D	E	H	G	D	E	D	Z
D	P	M	K	D	U	B	S	T	O	N	E	C
E	H	T	A	T	G	R	A	D	E	N	R	H
O	O	E	E	H	S	T	C	R	I	M	E	S
A	N	N	S	E	I	A	B	S	M	T	T	Z
E	E	M	C	S	Z	M	R	O	N	U	O	E
E	R	A	E	E	E	E	E	C	M	B	H	N
P	D	D	N	O	D	C	T	N	E	E	E	N
N	E	E	E	U	H	B	R	A	V	E	E	G
E	U	E	D	E	U	B	D	U	D	E	T	R
R	B	T	L	S	G	B	H	R	D	E	G	S
U	T	N	I	N	E	O	B	A	H	H	L	D
S	U	E	K	O	D	N	U	V	O	V	I	C
E	N	E	E	S	E	E	E	E	P	E	D	T
C	E	T	H	E	M	E	I	O	E	L	E	E
V	E	H	G	E	S	E	N	U	R	M	T	I

grade	pride
rave	hope
tame	stone
made	nose
brave	phone
these	bone
theme	huge
scene	tube
glide	use
size	tune
like	dude
crime	

Name _____



Lesson 39

Vowels *a*, *e*, *o*, and *u* usually say their names/long sounds (*ā*, *ē*, *ō*, *ū*) at the end of a syllable (*nā* vy, *mē*, *ō* pen, *mū* sic). These are referred to as open syllables.

bacon
stable
raven

apron
taper
cable

label
halo
ladle

maple
bagel
macron




Look at the pictures. Write the *VCOpen long a* word from the list under the correct picture.



ā



VCVopen words: Long vowels at the end of syllables as in *clover, bacon, glider, fever, Friday, meter, and solo.*

 Read the **VCVopen long a** words. Mark the vowels in each word with a **V**. Mark the consonant between the vowels in each word with a **C**. Divide each word into syllables. Mark the long open vowel at the end of the first syllable with a **macron**. The first one has been done for you.

ā|ble
v c v

April

paper

basic

matron

basis

sacred

nasal

fatal

gala

vapor

haven

agent

hatred

vacant


gable

flavor

sable

pagan

basic

 Use the words above to complete the sentences.

1. Put the pig in the _____ shed.

2. The fish had a bad _____ .

3. The home had a _____ on the top.

4. Will the _____ catch the bad man?

5. The _____ will make a smell in the home.

Name _____



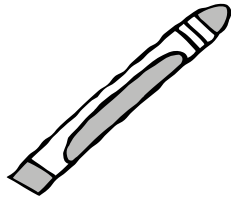
Lesson 40

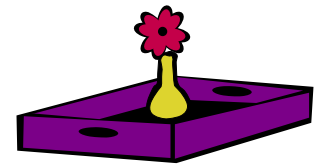
A **Vowel Digraph** is two letters with the first letter making a long sound and the second letter being silent. We call this "The first one does the talking, the second keeps on walking." Examples: *ee, ay, ai, oo*. Examples: *ai/paint* and *ay/may*.

jay ray play spray pay gray hay tray



Look at each picture. Below each picture, write the word that goes with it. Use the words from the list. Cross out the silent vowel and put a macron over the long vowel.







Use the letters or blends from the list to complete words with the **ay** ending. Write the words on the lines. Cross out the silent vowel and put a macron over the long vowel. Read the words.

b d s pr sl pl br m n

ay

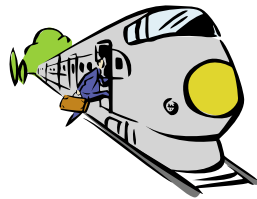
ay

ay

A **Vowel Digraph** is two letters with the first letter making a long sound and the second letter being silent. We call this "The first one does the talking, the second keeps on walking." Examples: *ee, ay, ai, oo*. Examples: *ai/paint* and *ay/may*.

3 Look at each picture. Below each picture, write the word that goes with it. Use the words from the list. Cross out the silent vowel and put a macron over the long vowel.

nail aim train maid chain brain jail braid



4 Use a letter or blend to complete the words in the list. Write the words on the lines. Cross out the silent vowel and put a macron over the long vowel. Read the words.

tr br gr m ch

f m tr b s

ain

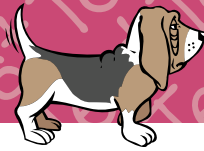
ain

ail



ail

Name _____



Read the short vowel words at the top of each list. Replace the initial consonant with a consonant blend to form three new words.

bl cl fl gl pl sl

pink

sock

rank

ink

ock

ank

ink

ock

ank

ink

ock

ank

wing

cash

bush

ing

ash

ush

ing

ash

ush

ing

ash

ush



Add consonant blends *tw*, *sw*, or *dw* to form words from these endings.

ist

im

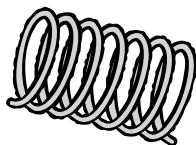
itch

elt



Look at each picture. Below each picture, write the word from the list that goes with it.

shrimp scrub string spring



4 Match the words in the word list to the pictures. Write the *letter* of the correct word in the blank below the picture.

a. apple

c. castle

e. fiddle

g. pickle

i. ruffle

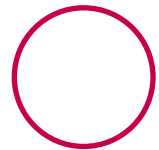
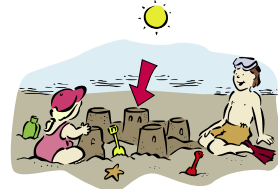
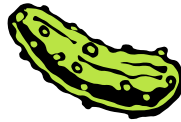
b. bugle

d. circle

f. judge

h. puzzle

j. thimble



5 Match the words in the word list to the pictures. Write the *letter* of the correct word in the blank below the picture.

a. church

c. ketchup

e. north

g. torch

b. fence

d. lunch

f. stitching

h. twelve

