Horizons
Phonics and Reading
Lesson 81 - Beginning Blend scr

Overview:
- Review beginning sounds
- Introduce beginning blend scr
- Review use of quotation marks
- Sentence sequence
- Yes / No questions

Materials and Supplies:
- Teacher’s Guide & Student Workbook
- Whiteboard
- Reader 3: The Pet Snake

Teaching Tips:
Review consonant blends used at the beginning of a word. Use the whiteboard to present the new beginning blend scr with both long and short vowels.

Compare the beginnings of sc and scr to make the student aware of the additional sound. Crisscross ending parts of make-up words so the transition is satisfactory.

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

Activity 1. Study the pictures and discuss their meaning. Have the student put a circle around each picture that starts with the sound of scr.
Pictures: scrap, brush, screw, scratch shrimp, script, scrunch, scam
Activity 2. Practice printing **Scr** with a capital **S**.

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

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

Pictures: **scratch, scrap, scrub, scram**

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

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

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

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

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

Pictures: **script, scrap, scram**
Lesson 114 - Review Double Vowels: ai, ea

Overview:
- Review double vowels – ai, ea
- Review apostrophe for singular and plural possession
- Sentence completion

Materials and Supplies:
- Teacher’s Guide & Student Workbook
- White board
- Reader 3: The Snow Trail

Teaching Tips:
Review double vowels: ai, ea. Review apostrophe as used for singular and plural possession.

Activity 1. Study the pictures and discuss the vocabulary meaning of each. Have the student put a CIRCLE around the pictures that have the sound of long a. Put a SQUARE around the pictures that have the sound of long e.

Long a: grain, stain, snail
Long e: meat, beat, speak, queen, team

Activity 2. Print the words from the word bank in the long a and long e columns.

Words:
- Long a sound: quail, rail, train, trail, rain, mail
- Long e sound: Dean, real, bean, deal, meal, seam

Activity 3. Read the sentences together. Have the student choose and print the correct word on the line in the sentence.

1. It is fun to ride on a (train).
2. Jean saw a mother (quail).
Activity 4. Spell the words by filling in the double vowels ai or ea.

Pictures: steam, train, rain
mail, seal, sail
tray, seat, bait

Activity 5. Review apostrophe for singular possession. Use the white board again for illustration. Study the sentences together. Have the student change and print the following sentences to show possession of one person or thing. Be sure to use an apostrophe.

1. The baby has a little bottle.
   The (baby's) bottle is little.
2. Jim has a dog for a pet.
   (Jim's) pet is a dog.
3. The dog has a leg that hurts.
   The (dog's) leg is hurt.

Activity 6. Read the sentences together. Have the student choose and print the correct word on the line in the sentence.

1. You can (deal) the cards.
2. Faith will (mail) the letters in the box.
3. The (team) will plan to win the game.
Lesson 115 - Review All Double Vowels

Overview:
• Review all double vowels

Materials and Supplies:
• Teacher’s Guide & Student Workbook
• White board
• Reader 3: The Puppet Show

Teaching Tips:
Study and discuss all the pictures so that the student is able to identify them.

Activity 1. Look at the pictures below. Put a circle around those where you hear the long a sound.
Pictures: maid, paid, team, braid mail, grain, jail, train

Activity 2. Look at the pictures below. Put a circle around those where you hear the long e sound.
Pictures: beet, heat, meat, goat peel, pail, leap, sleep

Activity 3. Look at the pictures below. Put a circle around those where you hear the long o sound.
Pictures: toad, soap, bride, road lake, float, goat, boat

Activity 4. Read the make-up words.
Make-up Words: clai p, steeb, greap, sloaj

Activity 5. Draw a line from the puzzle phrase to the picture it matches.
Pictures: jeans on a goat
a boat on a wheel
a train on a tree
the meat on a chair
Activity 6. On the lines below, print the words that match the pictures. Cross out the second vowel, and make a straight line over the first vowel to show that it has a long sound.

Pictures: co̱al, tṟee, che̱ek
sp̱e̱ak, ṟo̱ad, m̱a̱id
cṟe̱ek, cẖa̱ɪn, ṟa̱ɪn

Activity 7. Read the sentences together. Have the student choose and print the correct word on the lines in the sentence.

1. Jane has (cheeks) that are pink.
2. The (sheep) have grass to eat.
3. I see a ship that (floats) on the lake.
4. The (train) was on the rail.
5. Don has a (seat) on the bus.
6. It is too deep to swim in the (creek).
7. Gail went out in the (rain) and got wet.
8. The (boat) will float when we ride on it.