

Horizons

Phonics and Reading



Lesson 121 - Review: Digraphs ay, ey; Common Nouns

Overview:

- Digraphs **ay**, **ey**
- Sentence completion
- Picture sequencing
- Common nouns

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 4: *Van's Scarecrow*

Teaching Tips:

Review digraphs **ay**, **ey** using the white board as necessary. Discuss all the pictures in each activity so the student is able to identify them.

Introduce common nouns by naming objects or pictures of things in the room.

Activity 1. Review names of pictures together. Have the student put a CIRCLE around the pictures that have the sound of **ay** as in **pay**.

Pictures: **hay, honey, tray, x-ray,**
pray, jay, gray, key

Activity 2. Put a SQUARE around the pictures that have the sound of **ey** as in **key**.

Pictures: **donkey, monkey, train, key**
honey, scarf, clay, money

Activity 3. Read the words together. Have the student draw a line from the word to the picture it matches.

Pictures: **tray, pray, monkey, honey,**
money

LESSON 121
Review: Digraph ay, ey

1 Put a circle around the pictures that have the sound of ay as in pay.

hay honey tray x-ray

pray jay gray key

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LESSON 121
Review: Digraph ay, ey

2 Put a square around the pictures that have the sound of ey as in key.

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

tray
honey
money
pray
monkey

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Activity 4. Spell the following words by adding the digraph **ay** or **ey** under the picture.

Pictures: **tray, pay, donkey**
hay, clay, key

Activity 5. Introduce common nouns by naming objects or pictures in the room . Have the student draw a line from the common nouns to the picture it matches.

Pictures: **monkey, wheel,**
key, chain,
honey, donkey

Activity 6. Read the sentences and words together. Have the student choose the correct word to complete the sentence.

1. We go to church and (**pray**) each Sunday.
2. Fay put the (**tray**) on the desk.
3. A (**donkey**) lives in the barn.
4. The (**key**) does not fit in the lock.
5. We saw the bees make (**honey**).
6. Our dog will (**stray**) if we do not tie him to his house.

Activity 7. Discuss the pictures together, noting the sequence. Have the student put **1** under the one that happens first; **2** under the next one; and **3** under the one that would happen last.

1. **Boy pays his way into the zoo.**
2. **Boy looks for monkeys.**
3. **Boy feeds monkey.**

LESSON 121
Review: Digraph ay, ey.

4 Spell the following words by adding the digraph ay or ey under the picture.

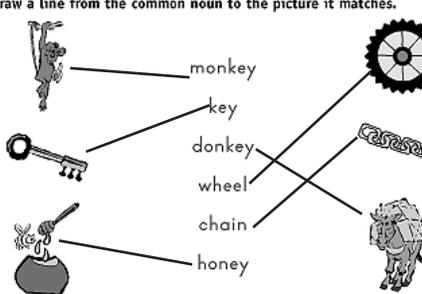


tray pay donkey



hay clay key

5 Draw a line from the common noun to the picture it matches.



monkey
key
donkey
wheel
chain
honey

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Review: Digraph ay, ey

6 Choose the correct word to complete the sentence.

1. We go to church and pray each Sunday. pray
bray
2. Fay put the tray on the desk. tray
trip
3. A donkey lives in the barn. donkey
cougar
4. The key does not fit in the lock. key
Kay
5. We saw the bees make honey. honey
monkey
6. Our dog will stray if we do not tie him to his house. stray
clay

7 Look at the pictures. Put **1** under the one that happens first; **2** under the next one; and **3** under the one that would happen last.



2 3 1

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Lesson 138 - Review:

Letter y; Digraphs ay, ey;

Diphthongs oy, oi

Overview

- Review letter **y** with both sounds of long **i** and **e**; digraphs **ay, ey**; diphthongs **oy, oi**
- Spelling/Rhyming
- Sentence completion
- Printing

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 4: *The Muddy Pond*

Teaching Tips:

As in all review lessons, go over the pictures and the possible words to accompany the picture. Review the digraphs and diphthongs. Encourage the student to work as independently as possible.

Activity 1. Spell the words under the pictures by choosing the correct digraph or diphthong sound.

Pictures: **fly, joy, toy**
pray, tray, sky

Activity 2. Print the sentence using your name.

(**Student's name**) is happy when reading a schoolbook.

Activity 3. Spell the words under the pictures by choosing the correct digraph or diphthong sound.

Pictures: **coil, monkey, play**
key, foil, gray

Activity 4. Read one word from each of the rows and have the student put a circle around the correct word in each row.

Words: **funny, baby, bunny,**

LESSON 138
Review: Letter y; long i & e

1 Spell the words under the pictures by choosing the correct digraph or diphthong sound. Choices: y ay oy



fly joy toy



pray tray sky

2 Print the sentence using your name.

_____ is happy when reading a schoolbook.

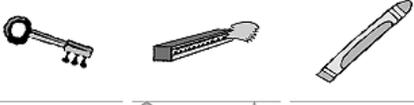
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LESSON 138
Review: Letter y; long i & e

3 Spell the words under the pictures by choosing the correct digraph or diphthong sound. Choices: oi ey ay



coil monkey play



key foil gray

4 Circle the words your teacher reads.

| | | | |
|----|-------|-------|--------|
| 1. | funny | baby | bunny |
| 2. | enjoy | Troy | boy |
| 3. | play | dandy | stay |
| 4. | boil | broil | key |
| 5. | foxy | fussy | tricky |

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enjoy, Troy, boy,
play, dandy, stay,
boil, broil, key
foxy, fussy, tricky

Activity 5. Spell the words under the pictures by choosing the correct diphthong sound.

Pictures: puppy, baby, cowboy
destroy, day, x-ray

Activity 6. Print the words that rhyme.

sandy/**handy**
key/**monkey**
joy/**coy**
toil/**coil**
stay/**tray**
lady/**shady**

Activity 7. Choose and print the correct word to complete the sentence.

1. Dad will (**pay**) money so I can ride the horses.
2. Bobby keeps his (**toy**) in the trunk.
3. Donny will (**try**) to lift the window.
4. The (**monkey**) lives in the zoo.
5. I hope you did not (**soil**) your dress when you fell.
6. We ate the (**candy**) that Mom gave us.

LESSON 138
Review: Letter y; long i & e

5 Spell the words under the pictures by choosing the correct digraph or diphthong sound. Choices: y oy ay

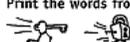


pupp y bab y cowb oy



destr oy p ay x-r ay

6 Print the words from the word bank next to the word that rhymes.



handy tray coil shady monkey coy

sandy handy key monkey
joy coy toil coil
stay tray lady shady

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Review: Letter y; long i & e

7 Choose and print the correct word to complete the sentence.

1. Dad will pay money so I can ride the horses. tray pay
2. Bobby keeps his toys in the trunk. soy toys
3. Donny will try to lift the window. try dry
4. The monkey lives in the zoo. monkey money
5. I hope you did not soil your dress when you fell. foil soil
6. We ate the candy that Mom gave us. candy caddy

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Lesson 157 - Non-Phonetic: old, olst, olt

Overview

- Introduce Non Phonetic **old, ost, olt**
- Sentence comprehension
- Introduce action verbs
- Creative writing

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 4: *The Monarch Butterfly*

Teaching Tips:

Use the white board to illustrate the non-phonetic words with **old, ost, olt**. Have the student note that even though there is only one vowel in the word, it makes the long vowel sound.

In introducing action verbs, have the student read the words and then act them out in demonstration.

Activity 1. Introduce the non-phonetic words with **old, olt, ost**. Rule: Parts of some words do not follow the phonetic rules. They have their own sound. Even though there is only one vowel in the word, it makes the long vowel sound.

Read the words and study the pictures together. Discuss the meaning of each word. Have the student read the word again under each picture and then print it on the line.

Pictures: **colt, bolt, post, fold, sold, hostess**

Activity 2. Read the words and study the pictures together. Have the student draw a line from the word to the picture it matches. Spell the word under the picture.

LESSON 157
Non-Phonetic: old, ost, olt

old **ost** **olt**

Rule: Parts of some words do not follow the phonetic rules. They have their own sound. Even though there is only one vowel in the word, it makes the long vowel sound.

1 Read the word under each picture and print it on the line.

colt bolt post
fold sold hostess

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Non-Phonetic: old, ost, olt

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

mold colt gold post
scold volt

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Pictures: **mold, scold**
colt, volt
gold, post

Activity 3. Read the sentences and words together. Discuss the various meanings. Have the student choose the sentence that describes the word from the word bank. Print the word on the line.

1. The food was left because the man didn't sell it. (**unsold**)
2. The story is about something that isn't real. (**ghost**)
3. Men got rich when they dug in the ground for it. (**gold**)
4. Its fun to have a baby horse on the farm. (**colt**)
5. They needed a high one to hang the telephone wires. (**post**)
6. Chickens lose their feathers each year. (**molt**)

Activity 4. Introduce the rule: A verb is a word that shows action or state of being.

Read the words and study the pictures. Have the student demonstrate the action with each action verb. Read the words again and print them on the lines below the picture.

Pictures: **run, jump, push**
ride, play, lost
sleep, stop, throw

LESSON 157
 Non-Phonetic: old, ost, olt

Read the sentences with your teacher. Choose the sentence from the word bank that describes the word. Print the word on the line.



unsold gold molt ghost colt post

1. The food was left because the man didn't sell it. unsold
2. The story is about something that isn't real. ghost
3. Men got rich when they dug in the ground for it. gold
4. It's fun to have a baby horse on the farm. colt
5. They needed a high one to hang the telephone wires. post
6. Chickens lose their feathers each year. molt

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LESSON 157
 Non-Phonetic: old, ost, olt

Rule: A verb is a word that shows action or a state of being.

Read the action verb below each picture. Print them on the lines below the pictures.

 run run

 jump jump

 push push

 ride ride

 play play

 lost lost

 sleep sleep

 stop stop

 throw throw

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