

Horizons

Spelling and Vocabulary 2

Teacher's Guide

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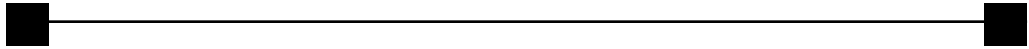
Spelling and Vocabulary 2

Teacher's Guide

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Introduction



Introduction

“Whatever you do, work at it with all your heart, as working for the Lord, not for men.”
(Colossians 3:23).

Approaches to Spelling have changed over the years from simple rote memorization of words, often outside any context, to an integrated study of words in relation to their use in the language. Spelling programs, today, move in many directions. Most present some selection of words to be studied, memorized, and used in a written context. Others present guidelines for approaching spelling, but leave the choice of words to the teacher who must then determine which words the students need to know how to spell for successful completion of writing assignments and the study of individual subjects. Whichever approach is taken, most programs agree that words must be studied within the context of the language and that words must be used in a written context.

Horizons Spelling Program Features

The Horizons Spelling program presents word lists chosen from lists of most frequently used words, sight words, and words chosen for particular phonetic or rhyming patterns. Each lesson also supplies space for three additional “working words”—words chosen by the teacher or parent that apply to the student’s experience with words. These “working words” can be taken from other subject areas or chosen on an individual basis from words frequently used, but misspelled, in the student’s daily writing.

The program is divided into 160 lessons that can be covered in a 32-week period of time, an average of 5 lessons per week. Each week’s lessons include 20 spelling words. Four review units are spread through the year at weeks 8, 16, 24, and 32. This division should accommodate classroom schedules for the school year. Home schooling schedules, which are more flexible, may choose to take more or less time depending on the student’s progress.

A Spelling Dictionary is provided for the spelling words. This dictionary is presented as a separate volume from the Spelling text so that the students may use it more easily and avoid having to move back and forth from the lesson to the back of the book. Space is also provided at the end of the dictionary for the “working words” selected for each week. Students enter their words in the dictionary each week, writing them under the appropriate letter of the alphabet.

The Spelling Dictionary and this Teacher’s Guide also contain a cumulative word list from Horizons Spelling Grades 1 and 2.

Weekly Schedule

The approach used to teach words for the week is:

Day 1: Assess student's knowledge and introduce words

Day 2: Examine and explore words

Day 3: Look at context and meaning of words

Day 4: Apply understanding of words in writing

Day 5: Assess and evaluate progress

The Horizons Spelling Program provides pages for assessment within the context of the week's lessons. The first page of each new set of lessons is entitled "What Do You Know?" The last page of each set is for testing, correction, and practice.

"What Do You Know?"

This page is a simple assessment tool to see what children already know about the spelling words for the week. It is **NOT** used as a **PRE-TEST**. No grades are kept.

The words for the week are said aloud by the teacher, repeated in the context of a sentence, then repeated again.

1. The students write each word as they think it is spelled on the lines in the first column.
2. When all words have been given, the teacher then looks at the column of words and writes the corrections for misspelled words in the second column. This process is extremely important for the following reasons:
 - It gives the teacher an insight into the student's understanding of words and sounds.
 - It gives the teacher an early indication of problems, such as reversals of letters.
 - It also gives the teacher an opportunity to work with the student, complimenting all efforts and correctly spelled words (or even parts of words), encouraging the student, and helping the student approach the spelling of unknown words.

The worksheet is titled "What do you know?" and includes a "Lesson Name" field with the number "15". It is divided into three columns: "Words for the Week", "Corrections", and "Practice". Each column has 15 numbered lines for writing. The "Words for the Week" column is highlighted with a rounded rectangle.

- | What do you know? | | Lesson Name |
|--------------------|-------------|-------------|
| | 1-5 | |
| Words for the Week | Corrections | Practice |
| 1. | | 1. |
| 2. | | 2. |
| 3. | | 3. |
| 4. | | 4. |
| 5. | | 5. |
| 6. | | 6. |
| 7. | | 7. |
| 8. | | 8. |
| 9. | | 9. |
| 10. | | 10. |
| 11. | | 11. |
| 12. | | 12. |
| 13. | | 13. |
| 14. | | 14. |
| 15. | | 15. |
| 16. | | 16. |
| 17. | | 17. |
| 18. | | 18. |
| 19. | | 19. |
| 20. | | 20. |

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"Check-Up Time"

The final page of each week's work (Lessons 5, 10, 15, 20, 25, etc.) is an assessment page. Teachers/parents of home schoolers can decide what will be assessed. If a child did exceptionally well on the "What do you know?" pre-assessment, the teacher may choose not to test words already known by the child. The teacher may also choose to test all words for the week. Space is provided for the word list given, but make sure that the two "choice" working words for the week are tested. It may be wise to keep a notebook on each child in which you will record words that present particular difficulties. These words could be added to review lists or used to replace words already mastered in a review unit.

1. The teacher says the word, repeats it in the context of a sentence, then repeats the word.
2. The child writes the word dictated in the **Spelling Test** column.
3. The process is repeated until all words have been tested.
4. The teacher may correct in class by writing the words on the board.
5. The teacher then uses the correction space provided to write any corrections for words misspelled.
6. On the second side of the Lesson, the student practices the correct spelling of any words missed.
7. A section is provided for retesting, for testing additional sight or "working words" added for the week, and for additional practice.

"Rules"

Spelling/phonics rules that apply to the lessons are included in the handbook rather than in the student book. They are listed in the individual lessons, but are also found in reproducible masters that can be enlarged for bulletin board use or copied to make individual "rule books" for the children. Go over the rules with the children at the beginning of each week's lesson.

Reproducible Teaching Aids

Additional practice worksheets are also included as reproducible masters. There is one worksheet for each week. These may be used in class or as homework assignments.

Materials for Extended Practice and Activities

1. A practice sheet for each week is included as a reproducible master. It may be used in class or as a homework assignment.
2. In Spelling 1, the students compiled notebooks of word families. If these notebooks are still available, have the students use them as a resource and add to them. If they are not available, new pages/charts can be made for the word families encountered in the units.
3. Classroom charts of word families can be made and posted to help the students see the relationships between words.

4. Have a spelling notebook for each student. In this notebook, they will have two sections: (1) they will write sentences for all of their spelling words each week; (2) they will write definitions for all of their “choice” working words for the week. These two weekly activities may be done in class or as homework. Since each lesson has 20 words, have the students divide their sentence writing over several days; i.e., 4 sentences per day for 5 days; 5 sentences per day for 4 days; and so on. When the activities in the Spelling book include writing sentences, the number in the notebook is reduced. The definitions of “choice” words should be done early in the week. Check the notebooks weekly, commenting on the good points and providing additional practice for those words and English skills that need reinforcement.
5. A Language Arts or Spelling Learning Center can be created in the room. Materials can include:
 - At least two sets of flash cards of the spelling words for the week: one set of complete words, one set in which the words are divided into syllables.
 - Word family pages for the week’s words with blank pages to add new words.
 - A scrabble-type game to encourage spelling of new words.
 - Story starters for each week’s lessons. These can be made using pictures from magazines or other sources. Look for pictures that include some of the spelling words for the week. Mount the pictures on cards and keep in a folder. Have lined paper available so that the students can go to the center, choose a picture, and write about it. Pictures are then returned to the folders when the student finishes the story.
 - A set of alphabet cards and a cumulative set of spelling word cards to be used for practicing dividing words into the correct ABC order.

Spelling Dictionary

The *Spelling Dictionary* is an integral part of the Horizons Spelling Program and accomplishes several purposes:

1. Students will become acquainted with the format and function of a simple dictionary.
2. Students will learn the function of guide words and diacritical markings.
3. Students will be able to see and read their spelling words within the context of a sentence.
4. Students will have an opportunity to practice their alphabetizing and reading/writing skills by using the *Spelling Dictionary* to perform the following tasks:
 - Look up the spelling words at the beginning of each week’s lessons.
 - Record their weekly “working words” in the appropriate location at the back of the *Spelling Dictionary*.
 - Use the *Spelling Dictionary* as a resource for writing sentences and stories.

Parts of speech are identified, and plural and comparative forms of words are also shown.

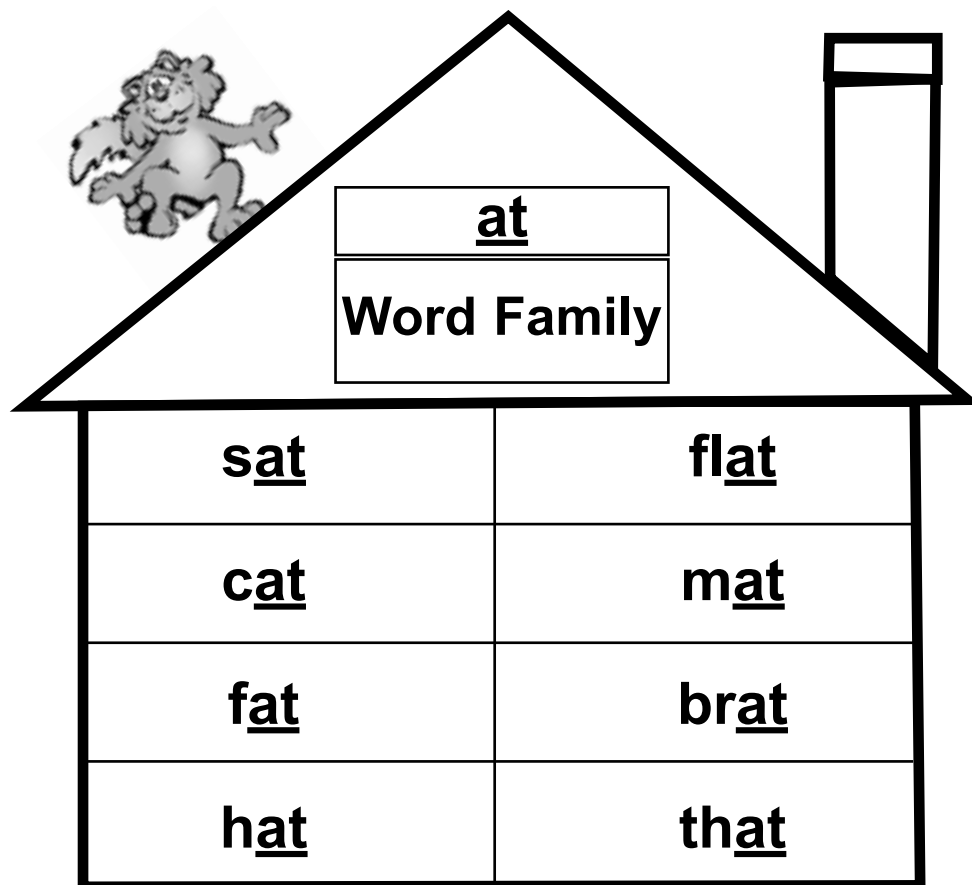
Word Family Charts and Notebooks

Word families involve words that have the same phonogram. If the families are based on the ending sound the words in each family will rhyme. Some of the most common word families in English are: -ab, -ack, -ag, -ail, -ain, -ake, -ale, -all, -am, -an, -ank, -ap, -ash, -at, -ate, -aw, -ay, -eat, -ed, -eed, -ell, -est, -ew, -ice, -ick, -ide, -ight, -ill, -im, -in, -ine, -ing, -ink, -ip, -it, -ob, -ock, -oke, -op, -ore, -ot, -out, -ow, -uck, -ug, -um, -unk, -y.

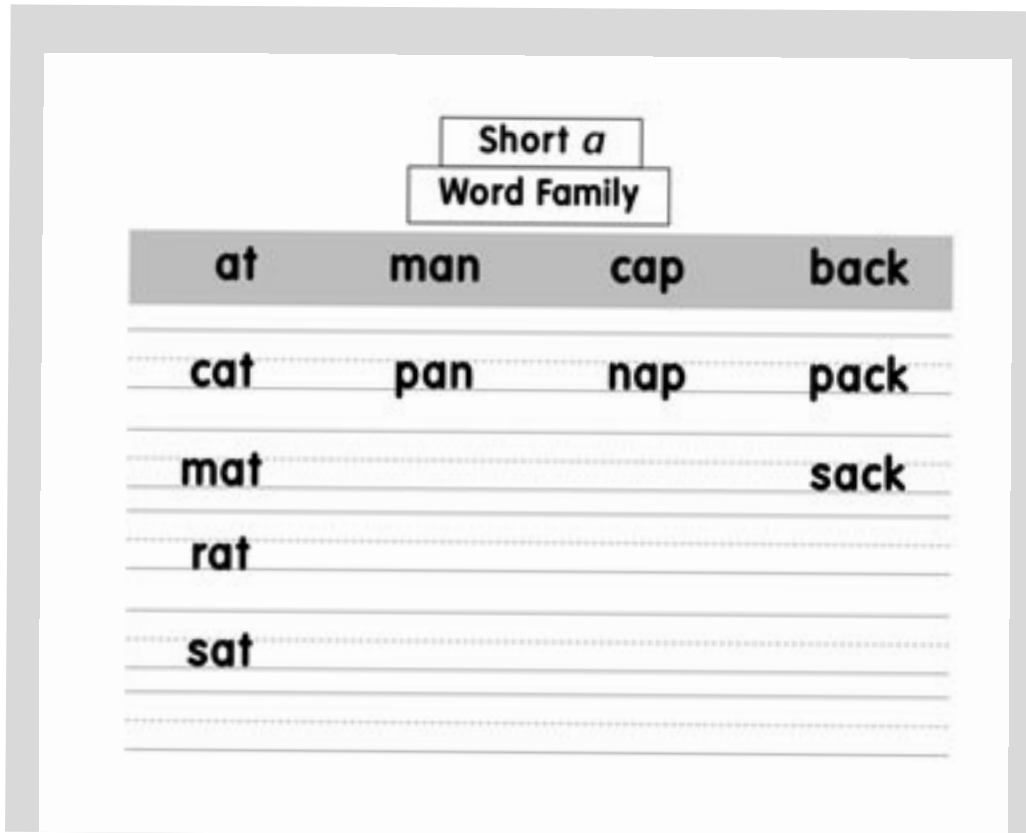
Skilled readers recognize patterns in words and rather than sound out a word letter by letter will decode new words based on predictable patterns that they already know. If a student can read the word cat then it is very likely that he/she will be able to read other -at words like sat, mat, flat, pat, splat, hat, that, brat, or chat. These words all have the same chunks or rimes as the word ending.

Word families can also be based on the vowel sound, on the initial consonant sound, or on other categories of similarity. The student will get additional exposure to the words as he/she sorts and classifies them into these groups.

To extend and enhance the learning of each week's word list the teacher's notes for this course suggest that word family charts be made that can be posted in the classroom. This will be an ongoing process in which words will be added to each category as they are introduced in the course. To further extend this process, the student should compile a notebook or notebooks of word families. These notebooks can be used as a resource for the next grade level and the student can add new words to them as they are introduced.



<u>at</u> Word Family	
<u>sat</u>	<u>flat</u>
<u>cat</u>	<u>mat</u>
<u>fat</u>	<u>brat</u>
<u>hat</u>	<u>that</u>

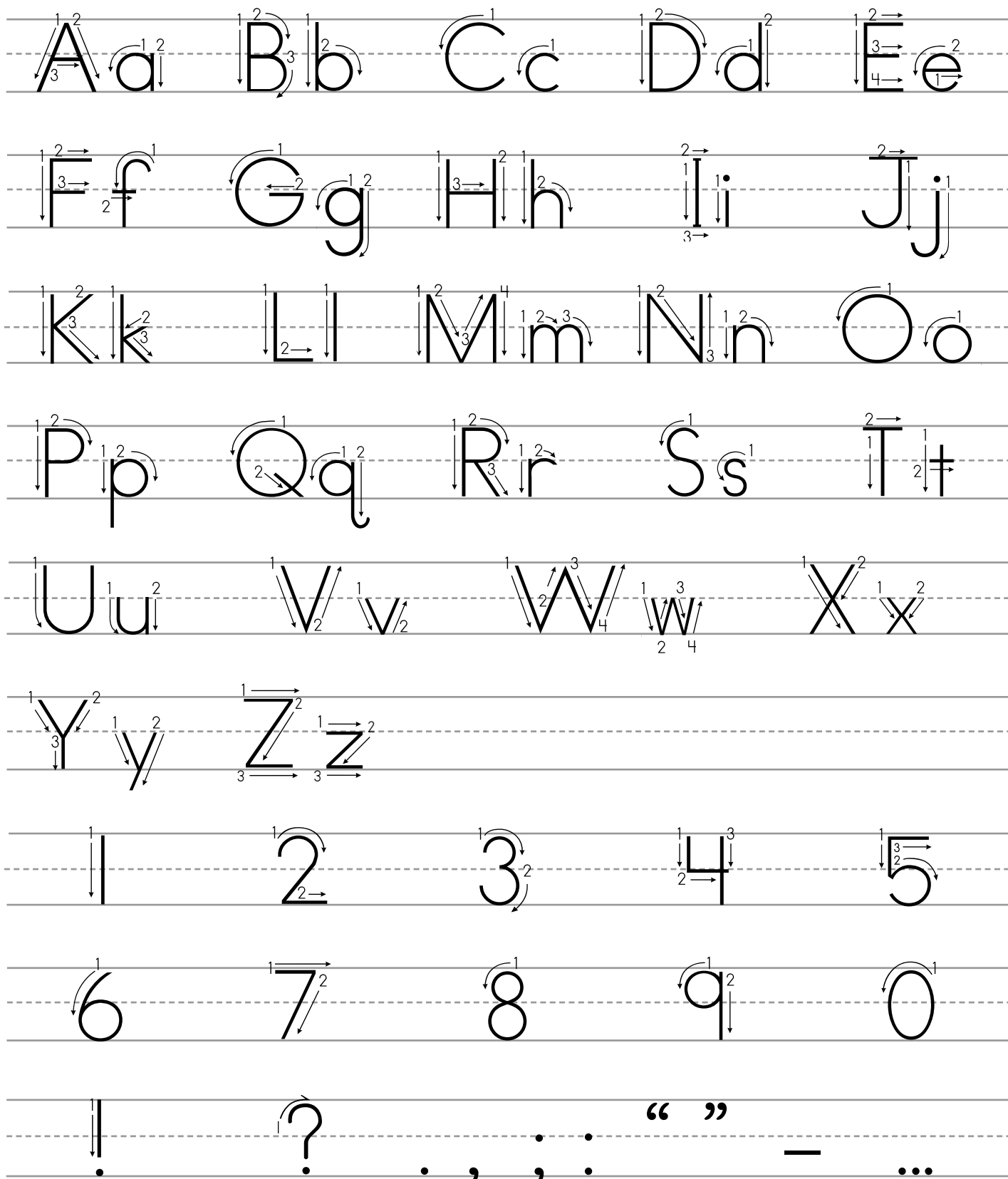


Penmanship

The student workbooks have perforated pages so the lesson sheets can be removed from the book for the student. Removing the pages is essential to promoting good penmanship. It will be impossible for the student to write neatly on the pages if they are only folded back on the binding of the book. The raised edge of the center binding of the book will prohibit the student's hand from holding a consistent position as they write across the page. After the lesson pages have been completed, they can be punched and stored in a 3-ring binder. Completed lessons can be used for drill, review, and preparation for the test.

Although this course is not a formal penmanship program, guidelines have been provided on all of the student pages to promote good penmanship. A letter formation guide is provided in both the Teacher's Guide and the Student Workbook. This guide can be followed or if you wish, another style can be used.

Correct Formation of Manuscript Letters and Numbers



Correct Formation of Cursive Letters and Numbers

A a B b C c D d

E e F f G g H h

I i J j K k L l

M m N n O o P p

Q q R r S s T t

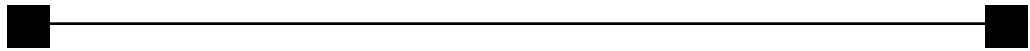
U u V v W w X x

Y y Z z

1 2 3 4 5 6 7 8 9 10

! ? . , : ; “ ” — ...

Scope & Sequence



Week 1

Lessons 1-5:

Goal: To review and study initial, medial, and final consonant sounds. To review division of words into syllables.

Week 2

Lessons 6-10:

Goal: To learn to recognize and spell words with the short *ă*, *ĭ*, and *ŭ* sounds.

Week 3

Lessons 11-15:

Goal: To recognize and spell words with short *ō* and *ē* sounds.

Week 4

Lessons 16-20:

Goal: To recognize and spell words with long *ā*, *ī*, and *ū* sounds.

Week 5

Lessons 21-25:

Goal: To recognize and spell words with the long *ō* and long *ē* sound.

Week 6

Lessons 26-30:

Goal: To recognize and spell compound words.

Week 7

Lessons 31-35:

Goal: To recognize and spell words with *r* blends. To recognize and spell words using *y* as a consonant/vowel.

Week 8

Lessons 36-40:

Goal: To review words from Lessons 1-35. Review the rules for the first seven weeks.

Week 9

Lessons 41-45:

Goal: To recognize and spell words with the consonant digraphs *sh*, *ch*, *wh*, and *th*.

Week 10

Lessons 46-50:

Goals: To recognize contractions and the words they represent.

Week 11

Lessons 51-55:

Goal: To recognize and spell the plurals of words ending in *-s*, *-es*. To recognize and spell correctly the plural of words ending in *-fe*.

Week 12

Lessons 56-60:

Goal: To recognize and spell correctly words ending with the suffixes **-ful**, **-less**, and **-ment**.

Week 13

Lessons 61-65:

Goal: To recognize and spell words ending in **-ing**, **-ong**, **-ung**, and **-ang**.

Week 14

Lessons 66-70:

Goal: To recognize and spell words having the hard and soft **c** sounds. To recognize and spell words having the hard and soft **g** sounds.

Week 15

Lessons 71-75:

Goal: To recognize and spell words having the long and short **oo** (û and ü) sounds.

Week 16

Lessons 76-80:

Goal: To review words from Lessons 41-75. Review all rules used in the last seven weeks.

Week 17

Lessons 81-85:

Goal: To recognize and spell words with the **ow** (clown), **ow** (low) and **ou** sounds.

Week 18

Lessons 86-90:

Goal: To recognize the different spellings of the **er** sound in words (er, ir, ur, wor, ear).

Week 19

Lessons 91-95:

Goal: To recognize and spell words with **s** blends.

Week 20

Lessons 96-100:

Goal: To recognize and spell homophones.

Week 21

Lessons 101-105:

Goal: To recognize and spell words with the **k** sound of **qu** and **ch**.

Week 22

Lessons 106-110:

Goal: To recognize and spell words with silent letters **gn**, **kn**, and **sc**. To recognize and spell the **z** sound of **s**.

Week 23

Lessons 111-115:

Goal: To recognize and spell comparative words ending in **-er** and **-est**.

Week 24

Lessons 116-120:

Goal: To review spelling words from Lessons 81–115. Review all rules used in the last seven weeks.

Week 25

Lessons 121-125:

Goal: To recognize and spell the possessive form of words ending in **-s** and **'s**. To recognize and spell the **k** sound of **ck**.

Week 26

Lessons 126-130:

Goal: To recognize and spell words with **l** blends.

Week 27

Lessons 131-135:

Goal: To recognize and spell irregular plurals. To recognize and spell words ending in **-x** and **-xes**.

Week 28

Lessons 136-140:

Goal: To recognize and spell the three different sounds of the ending **-ed**.

Week 29

Lessons 141-145:

Goal: To recognize and spell number words.

Week 30

Lessons 146-150:

Goal: To recognize and spell words ending in **-le**.

Week 31

Lessons 151-155:

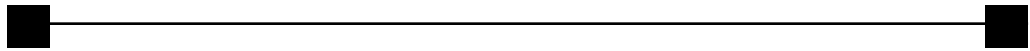
Goal: To recognize and spell words with the prefixes **un-** and **en-**.

Week 32

Lessons 156-160:

Goal: To review spelling words from Lessons 117–155. Review all spelling rules.

Teacher Lessons



Week 1

Lessons 1-5 - Assess Student's Knowledge

Goal: To review and study initial, medial, and final consonant sounds. To review division of words into syllables.

1. Review:

Vowels: a, e, i, o, u, and sometimes y.

Consonants: all the other letters of the alphabet, and usually, y.

2. Review rules for syllables:

A one-syllable word is never divided.

Many words are made of small parts called syllables. Each syllable has one vowel sound.

(See additional rules for syllables in the "Reproducible Phonics Rules Flashcards" section in this Teacher's Guide.)

What Do You Know?

Give the students the What do you know? page for Lessons 1-5 from the Student Workbook. Tell them that this page will be used to see what they already know about the words for the week. Ask them to listen carefully to each word as you say it, repeat it in a sentence, and say it once again. Follow the procedures for this page as described in the *Introduction* at the beginning of this Teacher's Guide.

Ask the children to write their working words for the week in the word box and on their own paper.

Show the children how to write their Working Words in the appropriate section at the back of their *Spelling Dictionary*.

What do you know?		Lesson Name: 1-5
Words for the Week	Corrections	Practice
batter		
rubber		
butter		
ladder		
hammer		
rabbit		
pizza		
letter		
lemon		
water		
mommy		
daddy		
middle		
cattle		
bitter		
September		
Monday		

Week 1: Syllables

Many words are made of
small parts called syllables.
Each syllable has one
vowel sound.

A one-syllable word
is never divided.

Lesson 1 - Introduce Words

Activities:

1. Give the students Lesson 1.
2. Ask them what they notice about MOST of the words on their word list for the week. (Possible observations: double consonants in the middle; two-syllable words)
3. Review the words with the students.
4. **Activity 1:** Tell the students that they will be looking at the words and grouping them by the double MIDDLE consonants. Do the first few together and have the students complete independently as they are able.
5. **Activity 2:** Write the working words chosen for the week on the board. Ask the students to write all 5 of their working words for the week on the lines provided.
6. **Activity 3:** Students will write their working words in their Spelling dictionaries in the back section. Words are to be written under the correct letter of the alphabet.
7. Remember that all pages should be removed from the Student Workbook to promote good penmanship.

The worksheet is titled "Lesson 1" and includes a "Name:" field. It is divided into three main sections:

- Section 1: Write the words for each pattern.** This section contains two columns of words with patterns highlighted. The first column has patterns for "tt", "dd", and "mm". The second column has patterns for "ll", "dd", and "mm". The words listed are: batter, butter, letter, cattle, bitter, hammer, mommy, water, rubber, rabbit, ladder, middle, daddy, pizza, and lemon.
- Section 2: Write your working words.** This section has lines for writing the words "September" and "Monday".
- Section 3: Write your working words in your Spelling Dictionary. Check here when you finish.** This section shows a small representation of a spelling dictionary with the words "September" and "Monday" written in the appropriate sections.

Extended Activities for the Week:

1. Send a list of the week's words home for further study. You may want to include a letter to the parents urging them to help the student both study and use the words for each week. Emphasize the importance of using spelling words in sentences, in speech, in stories, etc., so that they are given a context and not simply memorized in isolation.
2. Assign reproducible *Week 1 Worksheet* either as homework or as an added classroom activity.
3. Have students write the definitions of the "choice" working words in their notebooks.
4. Have the students begin the writing of sentences for each spelling word in their notebooks.

Lesson 2 - Examine and Explore Words

Teaching Tips:

1. Review the rules for the week. (See the **Reproducible Phonics Rules Flashcards** at the end of this Teacher's Guide.)
2. Review the week's words in the box at the top of Lesson 2.

Activities:

1. Give the students Lesson 2.
2. Review the words in the word box and the working words for the week.
3. **Activity 1:** Read the directions with the students. Ask them to draw a line from the clue in the first column to the spelling word in the second column that is described by the clue. This may be done together or independently, depending on the ability of the students.
4. **Activity 2:** Have the students read the directions and complete the assignment.
5. **Activity 3:** As a preparation for this assignment, review ABC order with the students. Do a few simple exercises on the board demonstrating the arrangement of words in ABC order by first letter. Write the following words on the board: **lemon, mommy, bitter, rabbit**. Ask the students to arrange them in ABC order: **bitter, lemon, mommy, rabbit**. Remind the students that if all the words begin with the same letter or letters, they must look to the second letter to arrange the words properly. Write the following words on the board: **letter, ladder, mommy, middle**. Ask the students to arrange these words in ABC order: **ladder, letter, middle,**

Lesson 2 Name: _____

Word List

letter	butter	hammer	pizza	lemon	mommy	middle	letter	Monday
rubber	ladder	rabbit	letter	water	daddy	cattle	September	

1 Draw a line to match the clue to its answer.

1. a month 2. a fruit 3. a day of the week 4. cows 5. mother 6. a small animal 7. a drink 8. not sweet	bitter cattle lemon mommy Monday rabbit September water
---	--

2 Write the word for the picture.

ladder

pizza

butter

daddy

letter

hammer

3 Put in ABC order. Remember to look at the second letter in the word. Write the number 1 before the word that goes first, then number the other words in order.

2 bitter

3 butter

1 bitter

mommy. Point out that they needed to go to the second letter of the two "l" words to find the correct order and the second letter of the two "m" words.

Have the students look at the three words in Activity 3. Ask them to put these words in ABC order by numbering them 1, 2, 3. Check for difficulties.

Extended Activities:

1. Give additional practice in ABC order using second and third letter clues. For third letter clues, you may begin with those in the spelling words: **lemon, letter, mommy, Monday**. Find additional examples. Words may be written on sets of cards and placed in the language arts learning center for additional practice.
2. Have the students continue the writing of sentences for each spelling word in their notebooks.

Lesson 3 - Look at Context and Meaning of Words

Teaching Tips:

1. Review words and rules.
2. Have Bible ready for story.
3. Have Spelling dictionaries available.

Activities:

1. Give the students Lesson 3.
2. **Activity 1:** Read the directions with the students. If pages have been removed from the Spelling books, make sure that the students have a copy of the Spelling words for the week in front of them. Have them circle ALL spelling words that they find in the story, even if they are repeated.
3. **Activity 2:** Ask the students to write the spelling words they have found on the lines provided. EACH WORD WILL BE WRITTEN ONLY ONCE.
4. **Activity 3:** Read the Bible story to the students. Ask them which spelling word(s) they heard in the story (**water**). Ask them to draw a picture to go with the story. Have them write a sentence using the word "**water**" as it is used in the story.



Lesson 3

Name: _____

1 Find the spelling words in the story. Circle them with your pencil.

One September Monday morning, Daddy decided to play ball with John. John was the batter. Daddy threw the rubber ball. John hit it high in the air. The ball bounced off the lemon tree and came down in the middle of the roof. Daddy got the ladder and a hammer. He climbed to the top of the ladder and used the hammer to reach the rubber ball and knock it down. The ball bounced on the sidewalk and nearly landed in some water near a rabbit hole.

Then, Mommy who had been reading a letter called Daddy and John to come in for some pizza.

2 Write the spelling words you found on the lines. Write a word only one time.

<p>September</p> <p>Monday</p> <p>Daddy</p> <p>batter</p> <p>rubber</p> <p>lemon</p> <p>middle</p>	<p>ladder</p> <p>hammer</p> <p>water</p> <p>rabbit</p> <p>Mommy</p> <p>letter</p> <p>pizza</p>
--	--

3 **Write Story:** Listen to your teacher read John 2:1-18. In this story, Jesus performed a miracle at a wedding. Draw a picture of the story on your own paper. Write a sentence about the story here.

Extended Activities:

1. Ask about other Bible stories in which water plays a part: Noah, Moses as a baby, crossing of the Red Sea, Baptism of Jesus, etc.
2. Make a bulletin board of picture stories from the Bible in which water plays a major role.
3. Have the students continue the writing of sentences for each spelling word in their notebooks.

Lesson 4 - Apply

Understanding of Words in Writing

Teaching Tips:

1. Have Spelling dictionaries available.
2. Have paper available for sentence activity.

Activities:

1. Give the students Lesson 4.
2. **Writing Activity 1:** Read the directions with the students. Make sure that they each have paper. Brainstorm a few sentences with the students and write them on the board. Ask the students to write their own sentences on their paper.
3. **Writing Activity 2:** Ask the students if they have ever helped to make a pizza. Imagine what it would be like. What would each member of the family do to help? What toppings would each want? Ask the students to write a story about what it would be like if their family decided to make their own pizza instead of going out for it or having it delivered. Give help as needed.



Extended Activities:

1. Share stories.
2. Have the students continue the writing of sentences for each spelling word in their notebooks.

and Evaluate Progress

Activities:

1. Give the students Lesson 5. Tell the students that this is a “Check-up” page to see what they have learned during the week. **[Note:** Teachers/parents of home schoolers may decide what will be assessed. If a student does exceptionally well on the “What do you know?” pre-assessment, the teacher may choose not to test words already known by the student. Or the teacher may choose to test all words for the week.]
2. Tell the students that you will say a word and use it in a sentence. They will listen to the word and the sentence. Then, they will write the word on the line next to the numbers. All working words are included in this review.
3. Say the word. Repeat it in the context of a sentence. Repeat the word.
4. The students write the word dictated.
5. The process is repeated until all words have been tested.
6. The teacher may correct in class by writing the words on the board and having the students compare or “self-correct” their work. Or the teacher may correct each student’s work individually.
7. The teacher then writes any corrections for words misspelled in the space provided.
8. The students study the misspelled words, then practice them on the second side of the Lesson page.
9. Space is provided for retesting, for testing additional sight or “working words” added for the week, and for additional practice.

[illegible]

Extended Activity:

Review any words missed. Send words to review home for additional study. Praise all efforts.

Week 2

Lessons 6-10 - Assess Student's Knowledge

Goal: To learn to recognize and spell words with the short *ă*, *ĩ*, and *ũ* sounds.

Short Vowel Symbol: Review the short vowel sign (*˘*) with the students and have them practice writing it. This symbol is called a **breve**.

Short Vowel Rule: When a word or syllable has only one vowel and it comes between two consonants, or at the beginning of the word or syllable, the vowel is usually short. Examples: *ăt*, *măn*, *păn*, *pĩn*, *tĩn*, *fũn*, *rũn*.

Rule for Capital Letters: Names of people, months, days of the week, and special places begin with a capital letter.

What Do You Know?

Give the students the What do you know? page for Lessons 6–10. Tell them that this page will be used to see what they already know about the words for the week. Ask them to listen carefully to each word as you say it, repeat it in a sentence, and say it once again. Follow the procedures for this page as described in the *Introduction* at the beginning of this Teacher's Guide.

Show the children how to write their working words in the appropriate section at the back of their *Spelling Dictionary*.

What do you know?		Lesson Name: 6-10
Words for the Week	Corrections	Practice
math		
sat		
tan		
map		
path		
winter		
tip		
win		
sip		
lip		
summer		
tug		
tub		
such		
scrub		
August		
Sunday		

Weeks 2 & 3: Short Vowel Rule

When a word or syllable has only one vowel, and it comes between two consonants or at the beginning of a word or syllable, the vowel is usually *short*.

Examples: *ăt*, *măn*, *pět*, *pĩn*, *fũn*.

The symbol for the short vowel sound is called a *breve* (*˘*).

Lesson 6 - Introduce Words

Activities:

1. Give the students Lesson 6.
2. Review the sounds of short *ă*, *ĩ*, and *ũ*.
3. **Activity 1:** Ask the students to write the missing vowels on the spaces provided in each word. Check.
4. **Activity 2:** Ask the students to find all the spelling words that have the short *ũ* sound and write them on the lines provided.
5. **Activity 3:** Ask the students to find all the spelling words that have the short *ĩ* sound and write them on the lines provided.
6. **Activity 4:** Write the working words chosen for the week on the board. Ask the students to write all five of their working words for the week on the lines provided.
7. **Activity 5:** Students will write their working words in their Spelling dictionaries in the back section. Words are to be written under the correct letter of the alphabet.
8. Remember that all pages should be removed from the Student Workbook to promote good penmanship.

Lesson 6 Name: _____
 Short *ă, ĩ, ũ*

1 Write the missing vowels.

m <u> </u> a <u> </u> th	t <u> </u> u <u> </u> b	t <u> </u> i <u> </u> p
s <u> </u> a <u> </u> r	s <u> </u> i <u> </u> p	s <u> </u> u <u> </u> ch
t <u> </u> u <u> </u> g	t <u> </u> a <u> </u> n	m <u> </u> a <u> </u> p
l <u> </u> i <u> </u> p	w <u> </u> i <u> </u> n	p <u> </u> a <u> </u> th
w <u> </u> i <u> </u> n <u> </u> t	s <u> </u> u <u> </u> m <u> </u> m <u> </u> e <u> </u> r	p <u> </u> a <u> </u> th

2 Write all the short *ĩ* words from the list.

summer	scrub
tug	August
tub	Sunday
such	

3 Write the short *ũ* words that rhyme.

tip	lip
sip	

4 Write your working words.

August	
Sunday	

5 Write your working words in your Spelling Dictionary. Check here when you finish.

Spelling Words
 math
 sat
 fan
 map
 path
 winter
 tip
 win
 sip
 lip
 summer
 tug
 tub
 such
 scrub

Working Words
 August
 Sunday


Extended Activities for the Week:

1. Send a list of the week's words home for further study. Emphasize the importance of using spelling words in sentences, in speech, in stories, etc., so that they are given a context and not simply memorized in isolation.
2. Assign reproducible *Week 2 Worksheet* either as homework or as an added classroom activity.
3. Have students write the definitions of the "choice" working words in their notebooks.
4. Have the students begin the writing of sentences for each spelling word in their notebooks.
5. Bring out or begin word family charts for short vowel words.

Lesson 7 - Examine and Explore Words

Activities:

1. Give the students Lesson 7.
2. Review word shapes with the students. Write the spelling words for the week on the board. Draw shapes around two or three of the words. Ask students to come to the board and draw shapes around the remaining words. Then erase the words and draw the shapes for the words: **Sunday**, **tub**, **sip**, and **winter**. Ask the students to look at their spelling lists and find a word that will fit the shape. Have individual students come to the board and write in the letters. [Note: the word **map** has the same shape as **sip**. Accept either word.]
3. **Activity 1:** Review the pictures with the students. Ask them to find the shape of the word which describes each picture. Have them write the word in the shape, and then, draw a line from the picture to the word.
4. **Activities 2 & 3:** These activities review the rule for capitalization of months and days of the year. Have the students find first the name of a month and write it in a sentence. Have them find the name for the day of the week and write it in a sentence. Share sentences and check.
5. **Activity 4:** This activity reviews syllables. Have the students say each of their spelling words and ask them to clap for each syllable they hear in a word. Have them write the words with two syllables on the lines provided.





Lesson 7 Name: _____



Word List

math	tan	path	tip	sip	summer	tub	scrub	Sunday
sat	map	winter	win	lip	tug	such	August	

1 Write the short i words in the shapes. Draw a line to match each shape to the correct picture.

4+4=8

math
tan
sat
map
path

2 Names of people, special places, and special days begin with a capital letter. Find the spelling word that is the name of a month. Write it in a sentence.

3 Find the spelling word that is the name of a day of the week. Write it in a sentence.

4 Write the two-syllable words from your spelling list.

winter
 summer

August
 Sunday

5 Write a sentence using two of your working words.

Horizons® Spelling Book 7

6. Review the five working words for the week. Ask the students to use two of them in a sentence. **USE THE WORKING WORDS OF CHOICE FOR THIS ACTIVITY, not the two given as part of the word list.**

Extended Activities:

1. Provide additional practice as needed on word shapes, capitals and syllable practice.
2. Have the students continue the writing of sentences for each spelling word in their notebooks.


Lesson 8 - Look at Context and Meaning of Words

Teaching Tips:

1. Have Spelling dictionaries available.
2. Have Bible or Bible verse ready.

Activities:

1. Give the students Lesson 8.
2. **Activity 1:** Ask the students to read each sentence. The underlined word in each sentence does not fit the context of the sentence. Ask the students to find a suitable spelling word to replace the underlined word so that the sentence will make sense.
3. **Activity 2:** Have the students complete the word puzzles by adding or subtracting the letters as indicated. Write the new words on the lines provided.
4. **Activity 3:** Read the Bible verse with the students. Discuss the seasons of the year as they occur in the area. Have the students write a letter to God thanking him for the seasons.



Lesson 8 Name: _____

Word List

mark	fan	path	tip	sip	summer	tub	scrub	Sunday
sat	map	winter	win	lip	tug	such	August	

1 Use a spelling word to replace the underlined word.

1. We make snowmen in summer. winter
2. I sap on the chair. sat
3. John was very glad to lose the race. win
4. Mary walked down the grass. path

2 Complete the word puzzles.

mat + h =	math	sip - s = l =	lip
pat + h =	path	tub - b + g =	tug
tip - t + s =	sip	tub + sc =	scrub

3 Bible Verse: Psalm 74:17 tells us, "It was you who set all the boundaries of the earth; you made both summer and winter." God made the seasons of the year. Write a letter thanking God for the seasons. Tell him one thing you like about each season.

Dear God,

Love,

Extended Activities:

1. Have the students continue the writing of sentences for each spelling word in their notebooks.
2. If students had difficulty with Activity 2, provide additional practice. Word puzzles, such as the ones given, can be made on flash cards and placed in the learning center to give students additional practice.

Lesson 9 - Apply

Understanding of Words in Writing

Teaching Tips:

1. Have Spelling dictionaries available.
2. Have some simple sample maps on hand to aid students in Activity 2.

Activities:

1. Give the students Lesson 9.
2. **Writing Activity 1:** Discuss the two pictures with the students noting details in each. Ask the students to write about one of the pictures using as many spelling words as they can. Encourage them to use their Spelling dictionaries as needed. Check.
3. **Mapping Activity 2:** Demonstrate this activity on the board for the students. Choose something familiar to all of them: the classroom or school campus; the neighborhood, etc. After the demonstration map is completed, ask the students create their own maps of a different place.

[illegible]

Extended Activities:

1. Share stories.
2. Share maps.
3. Have the students continue the writing of sentences for each spelling word in their notebooks.

Lesson 10 - Assess and Evaluate Progress

Activities:

1. Give the students Lesson 10. Tell the students that this is a “Check-up” page to see what they have learned during the week. [Note: Teachers/parents of home schoolers may decide what will be assessed. If a student does exceptionally well on the “What do you know?” pre-assessment, the teacher may choose not to test words already known by the student. Or the teacher may choose to test all words for the week.]
2. Tell the students that you will say a word and use it in a sentence. They will listen to the word and the sentence. Then they will write the word on the line next to the numbers. All working words are included in this review.
3. Say the word. Repeat it in the context of a sentence. Repeat the word.
4. The students write the word dictated.
5. The process is repeated until all words have been tested.
6. The teacher may correct in class by writing the words on the board and having the students compare or “self-correct” their work. Or the teacher may correct each student’s work individually.
7. The teacher then writes any corrections for words misspelled in the space provided.
8. The students study the misspelled words, then practice them on the second side of the Lesson page.
9. Space is provided for retesting, for testing additional sight or “working words” added for the week, and for additional practice.

The image shows a worksheet titled "Lesson 10" with a "Check-up Time!" logo. It includes a "Spelling Test" section with two columns of numbered lines (1-20) for writing words. Below this is a "Corrections" section with two columns of lines for corrections. The form is designed for a spelling assessment activity.

Extended Activity:

Review any words missed. Send words to review home for additional study. Praise all efforts.

Week 3

Lessons 11-15 - Assess Student's Knowledge

Goal: To recognize and spell words with short *ö* and *ë* sounds.

Review Short Vowel Rule: When a word or syllable has only one vowel and it comes between two consonants, or at the beginning of the word or syllable, the vowel is usually short. Examples: *höt, göt, mën, gët.*

What Do You Know?

Give the students the What do you know? page for Lessons 11-15. Tell them that this page will be used to see what they already know about the words for the week. Ask them to listen carefully to each word as you say it, repeat it in a sentence, and say it once again. Follow the procedures for this page as described in the *Introduction* at the beginning of this Teacher's Guide.

Show the children how to write their working words in the appropriate section at the back of their *Spelling Dictionary*.

What do you know?		Lesson Name: 11-15
Words for the Week	Corrections	Practice
1. sock		1.
2. hot		2.
3. pond		3.
4. nod		4.
5. top		5.
6. cob		6.
7. mop		7.
8. met		8.
9. pencil		9.
10. men		10.
11. leg		11.
12. belt		12.
13. pet		13.
14. stem		14.
15. hem		15.
16. second		16.
17. off		17.

Weeks 2 & 3: Short Vowel Rule

When a word or syllable has only one vowel, and it comes between two consonants or at the beginning of a word or syllable, the vowel is usually *short*.

Examples: *ät, män, pët, pîn, fûn.*

The symbol for the short vowel sound is called a *breve* (˘).

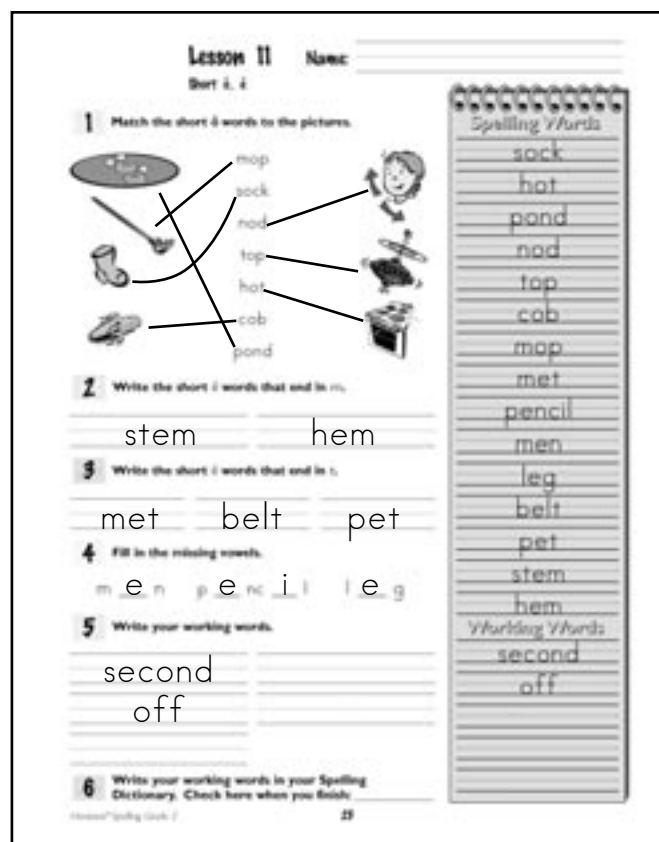
Lesson 11 - Introduce Words

Teaching Tip:

Have Spelling dictionaries available.

Activities:

1. Give the students Lesson 11.
2. Review sounds of short *o* and *e*.
3. **Activity 1:** Ask the students to draw a line from the picture to the spelling word.
4. **Activity 2:** Ask the students to find and write the short *e* spelling words ending with the consonant *m*.
5. **Activity 3:** Ask the students to find and write the short *e* spelling words ending with the consonant *t*.
6. **Activity 4:** Have the students fill in the missing vowels for the three spelling words given.
7. **Activity 5:** Write the working words chosen for the week on the board. Ask the students to write all five of their working words for the week on the lines provided.
8. **Activity 6:** Students will write their working words in their Spelling dictionaries in the back section. Words are to be written under the correct letter of the alphabet.
9. Remember that all pages should be removed from the Student Workbook to promote good penmanship.




Extended Activities for the Week:

1. Send a list of the week's words home for further study. Emphasize the importance of using spelling words in sentences, in speech, in stories, etc., so that they are given a context and not simply memorized in isolation.
2. Assign reproducible *Week 3 Worksheet* either as homework or as an added classroom activity.
3. Have students write the definitions of the "choice" working words in their notebooks.
4. Have the students begin the writing of sentences for each spelling word in their notebooks.
5. Continue word family charts for short vowel words.

Lesson 12 - Examine and Explore Words

Activities:


1. Give the students Lesson 12.
2. **Activity 1:** Review syllables. Ask the students to circle the two-syllable words in the spelling list.
3. **Activity 2:** Ask the students to look at the words given in the activity. Ask them how the vowel in each word can be changed to make a spelling word. Have them write the spelling word on the line next to the word.
4. **Activity 3:** Tell the students that each set of words is a riddle. The students are to find a spelling word that will solve the riddle and write it on the line next to the clues.



Lesson 12 Name: _____


Word List

sock	pond	top	map	<u>pencil</u>	leg	pet	ham	
hot	nod	cob	met	man	belt	stem	<u>second</u>	off

1 Circle the words in the list above that have two syllables. 

2 Change the vowel in each word to make a spelling word.

hot	hot	mat	met
top	top	man	men
cob	cob	log	leg
map	mop	pot	pet
ham	hem	sock	sock

3 Solve the riddles with spelling words. 

I'm never first, but I follow close behind.

I help you write.

I hold things up.

I have leaves and hold up a flower.

Your head does this when you say "yes."

Frogs like to swim in me.

second

pencil

belt

stem

nod

pond

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Extended Activities:

1. If students have difficulty with the second activity, provide additional practice.
2. Have the students continue the writing of sentences for each spelling word in their notebooks.

Lesson 13 - Look at Context and Meaning of Words

Teaching Tips:

1. Have Spelling dictionaries available.
2. Have Bible story ready.

Activities:

1. Give the students Lesson 13.
2. **Activity 1:** Give practice unscrambling words for any students who may have difficulty. Ask the students to read the sentences. In each sentence one word (underlined>



Lesson 13

Name: _____

Word List

sock	pond	top	map	pencil	leg	pet	hem	
hat	nod	cab	mat	men	belt	stem	second	off

1 Unscramble the spelling words. Write them on the line.

Mather fixed the meb on my dress.

Mark came in coesnd place.

Please turn faf the radio.

Bill lost one cosk.

Joe needed a lebt for his shorts.

My ceplic broke while I was writing.

_____hem_____

_____second_____

_____off_____

_____sock_____

_____belt_____

_____pencil_____

2 Bible Story: Listen to your teacher read from Luke 18:10-14 about two men who want to pray. Write two sentences—one about how the first man prayed and one about how the second man prayed. Which man pleased God? Draw a picture about the story.

Homework/Reading Guide 2

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Extended Activities:

1. For students with visual discrimination problems, have pairs of word cards available in the learning center: one with a spelling word; one with the word scrambled. The students can make a game of matching the pairs. Try to keep the words short for now (3-5 letters).
2. Give students with difficulties individual letter cards or "scrabble" tiles to help them spell out the scrambled words.
3. Share Bible story summaries and pictures. Act out the Bible story as time allows.
4. Have the students continue the writing of sentences for each spelling word in their notebooks.

Lesson 14 - Apply

Understanding of Words

in Writing

Teaching Tip:

Have Spelling dictionaries available.

Activities:

1. Give the students Lesson 14.
2. **Writing Activity:** Discuss the picture with the students. Many “silly” things are pictured there. Ask the students to write a story from the girl’s point of view. What does she see? What does she think about this “adventure” she has walked into? Help as needed. Check.



Lesson 14

Name: _____

Word List

sock	pond	top	map	pencil	leg	pet	hen	
hat	nod	cob	man	men	belt	stem	second	off

1 Write a story about the picture. Use your spelling words.



The Adventure

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Classroom® Spelling Books 2

Extended Activity:

Share stories with the class.

and Evaluate Progress

Activities:

1. Give the students Lesson 15. Tell the students that this is a “Check-up” page to see what they have learned during the week. **[Note:** Teachers/parents of home schoolers may decide what will be assessed. If a student does exceptionally well on the “What do you know?” pre-assessment, the teacher may choose not to test words already known by the student. Or the teacher may choose to test all words for the week.]
2. Tell the students that you will say a word and use it in a sentence. They will listen to the word and the sentence. Then they will write the word on the line next to the numbers. All working words are included in this review.
3. Say the word. Repeat it in the context of a sentence. Repeat the word.
4. The students write the word dictated.
5. The process is repeated until all words have been tested.
6. The teacher may correct in class by writing the words on the board and having the students compare or “self-correct” their work. Or the teacher may correct each student’s work individually.
7. The teacher then writes any corrections for words misspelled in the space provided.
8. The students study the misspelled words, then practice them on the second side of the Lesson page.
9. Space is provided for retesting, for testing additional sight or “working words” added for the week, and for additional practice.



Lesson 15

Name: _____

Spelling Test

<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>	<p>11. _____</p> <p>12. _____</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p> <p>16. _____</p> <p>17. _____</p> <p>18. _____</p> <p>19. _____</p> <p>20. _____</p>
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Corrections

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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B

180 Spelling Words

Extended Activity:

Review any words missed. Send words to review home for additional study. Praise all efforts.

Week 4

Lessons 16-20 - Assess Student's Knowledge

Goal: To recognize and spell words with long *ā*, *ī*, and *ū* sounds.

Long Vowel Symbol: Review the long vowel sign (*¯*) with the students and have them practice writing it. This symbol is called a **macron**.

Long Vowel Rule: When a word or syllable has two vowels, the first vowel is usually long and the second vowel is usually silent: **name, pain, pay, smile, bind, huge, true.**

What Do You Know?

Give the students the What do you know? page for Lessons 16-20. Tell them that this page will be used to see what they already know about the words for the week. Ask them to listen carefully to each word as you say it, repeat it in a sentence, and say it once again. Follow the procedures for this page as described in the *Introduction* at the beginning of this Teacher's Guide.

Show the children how to write their working words in the appropriate section at the back of their *Spelling Dictionary*.

What do you know?	Lesson Name: 16-20	
Words for the Week	Corrections	Practice
United		
States		
day		
clay		
wait		
trail		
bind		
sight		
pine		
tile		
smile		
huge		
flew		
true		
new		
Saturday		
July		

Words 4 & 5: Long Vowels

When a word or syllable has two vowels, the first vowel is usually long, and the second vowel is usually *silent*.

Examples: *nāme*, *pāin*, *pāy*,
tīme, *pīe*, *blūe*, *bōat*, *pēek*

The symbol for the long vowel sound is called a *macron* (*¯*).

Lesson 16 - Introduce Words

Activities:

1. Give the students Lesson 16.
2. **Activity 1:** Review the different spellings for the long a sound. Ask the students to find and write the spelling words for each long a grouping given.
3. **Activity 2:** Review the different spellings for the long i sound. Ask the students to find and write the spelling words for each long i grouping given.
4. **Activity 3:** Have the students find and write the spelling word that has two long vowels: i and u.
5. **Activity 4:** Write the working words chosen for the week on the board. Ask the students to write all five of their working words for the week on the lines provided.
6. **Activity 5:** Students will write their working words in their Spelling dictionaries in the back section. Words are to be written under the correct letter of the alphabet.

Lesson 16 Name: _____

Long a, i, u

1 How do you spell long a? Write the words for each.

day

clay

States

wait

trail



2 How do you spell long i? Write the words for each.

pine

tile

smile

bind

sight

United

3 Which word has a long i and a long u?

4 Write your working words.

Saturday

July

5 Write your working words in your Spelling Dictionary. Check here when you finish.

Spelling Words

United

States

day

clay

wait

trail

bind

sight

pine

tile

smile

huge

flew

true

new

Working Words

Saturday

July


Extended Activities for the Week:

1. Send a list of the week's words home for further study. Emphasize the importance of using spelling words in sentences, in speech, in stories, etc., so that they are given a context and not simply memorized in isolation.
2. Assign reproducible *Week 4 Worksheet* either as homework or as an added classroom activity.
3. Have students write the definitions of the "choice" working words in their notebooks.
4. Have the students begin the writing of sentences for each spelling word in their notebooks.
5. Bring out or begin word family charts for long vowel words and patterns for each long vowel.

Lesson 17 - Examine and Explore Words

Activities:

1. Give the students Lesson 17.
2. **Activity 1:** Crossword Puzzle. Review crossword puzzles. Read through the first few clues with the students. Check to make sure they are entering the words in the correct boxes. Allow the students to complete independently as they are able.




Lesson 17 Name: _____

Word List

United	day	wait	bird	pine	smile	flew	new	July
Snakes	clay	trail	sight	tile	huge	true	Saturday	

1 Use some of your spelling words to complete the crossword puzzle.



ACROSS

3. The name of our country.

5. The opposite of day is _____.

7. The name of a summer month.

DOWNS

1. The seagull _____ over the water.

3. The opposite of old is _____.

4. The name of a day of the week.

6. The opposite of false is _____.

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Extended Activities:

1. Add any new words for the long vowel patterns to the individual long vowel family chart:

Long a: a__e, ai, ay,
 Long i: i__e, -ind, igh,
 Long u: u__e, ew, ue.
2. Have the students continue the writing of sentences for each spelling word in their notebooks.


Lesson 18 - Look at Context and Meaning of Words

Teaching Tips:

1. Have Spelling dictionaries available.
2. Have Bible or Bible verse ready.

Activities:

1. Give the students Lesson 18.
2. **Activity 1:** The students will use ten spelling words to complete this story (Saturday, July, trail, day, clay, pine, huge, flew, sight, smile). Have the students read the sentences aloud, decide which spelling words will complete them, and write the spelling words in the correct space.
3. **Activity 2:** Review the five working words for the week. Ask the students to use two of them in a sentence. **USE THE WORKING WORDS OF CHOICE FOR THIS ACTIVITY, not the two given as part of the word list.**
4. **Activity 3:** Read the Bible verse with the students. Perhaps it could be used as a prayer throughout the day. Ask the students to write the verse on the lines provided, to learn the verse by heart, and to share it with a friend.

 **Lesson 18** Name: _____

Word List

United	day	wait	bird	pine	smile	flew	new	July
States	clay	trail	sight	tile	huge	true	Saturday	

1 Use some of your spelling words to complete the story.

One _____ Saturday _____ morning in _____ July _____, we took a hike on a forest _____ trail _____. The _____ day _____ was very sunny. The trail was hard, like baked _____ clay _____. We saw many tall _____ pine _____ trees ahead of us. As we were hiking, a _____ huge _____ bird _____ flew _____ over our heads. It was so big that we could hardly believe our eyes. It was such a funny _____ sight _____ that it made us _____ smile _____.

2 Write a sentence using two of your working words.

3 Bible Verse: "Sing to the Lord a new song; sing to the Lord, all the earth...proclaim his salvation day after day" (Psalm 96:1-2) Write this verse on the lines below. Learn it and share it with a friend.

Sing to the Lord a new song; sing to the Lord, all the earth...proclaim his salvation day after day. Psalm 96:1-2

Horizons Spelling Book 2 **28**

Extended Activities:

1. Have materials available in the learning center for the students to write their own stories to go with this week's words.
2. Have the students continue the writing of sentences for each spelling word in their notebooks. [**Note:** The two words used in Activity 2 do NOT need to be done in the notebook this week.]

Lesson 19 - Apply Understanding of Words in Writing

Teaching Tip:

Have Spelling dictionaries available.

Activities:

1. Give the students Lesson 19.
2. **Writing Activity:** Use the directions as a “brainstorming” activity for the story to be written. What would they do? Would they go on a picnic? Would they see a movie? Would they take a day at the park? How about a day at the beach? [Note: For our students south of the equator, write what you might do on a “Winter” day in July!]
3. Help as needed. Check.

Lesson 19 Name: _____

Word List

United	day	wait	bind	pine	smile	flew	new	July
States	clay	trail	sight	tile	huge	true	Saturday	

1 Think back to a summer Saturday. What do you remember? What things did you do? Draw a picture and use as many of your spelling words as you can to write a story.

A Summer Saturday in July

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Extended Activities:

1. Share stories, pictures and experiences.
2. Have the students continue the writing of sentences for each spelling word in their notebooks.

Lesson 20 - Assess and Evaluate Progress

Activities:

1. Give the students Lesson 20. Tell the students that this is a “Check-up” page to see what they have learned during the week. [Note: Teachers/parents of home schoolers may decide what will be assessed. If a student does exceptionally well on the “What do you know?” pre-assessment, the teacher may choose not to test words already known by the student. Or the teacher may choose to test all words for the week.]
2. Tell the students that you will say a word and use it in a sentence. They will listen to the word and the sentence. Then they will write the word on the line next to the numbers. All working words are included in this review.
3. Say the word. Repeat it in the context of a sentence. Repeat the word.
4. The students write the word dictated.
5. The process is repeated until all words have been tested.
6. The teacher may correct in class by writing the words on the board and having the students compare or “self-correct” their work. Or the teacher may correct each student’s work individually.
7. The teacher then writes any corrections for words misspelled in the space provided.
8. The students study the misspelled words, then practice them on the second side of the Lesson page.
9. Space is provided for retesting, for testing additional sight or “working words” added for the week, and for additional practice.

The worksheet is titled "Check-up Time! Lesson 20" with a space for the student's name. It features a "Spelling Test" section with 20 numbered lines for writing. Below this is a "Corrections" section with several lines for corrections. The footer includes the text "Horizons Spelling Book 2" and a small logo.

Extended Activity:

Review any words missed. Send words to review home for additional study. Praise all efforts.