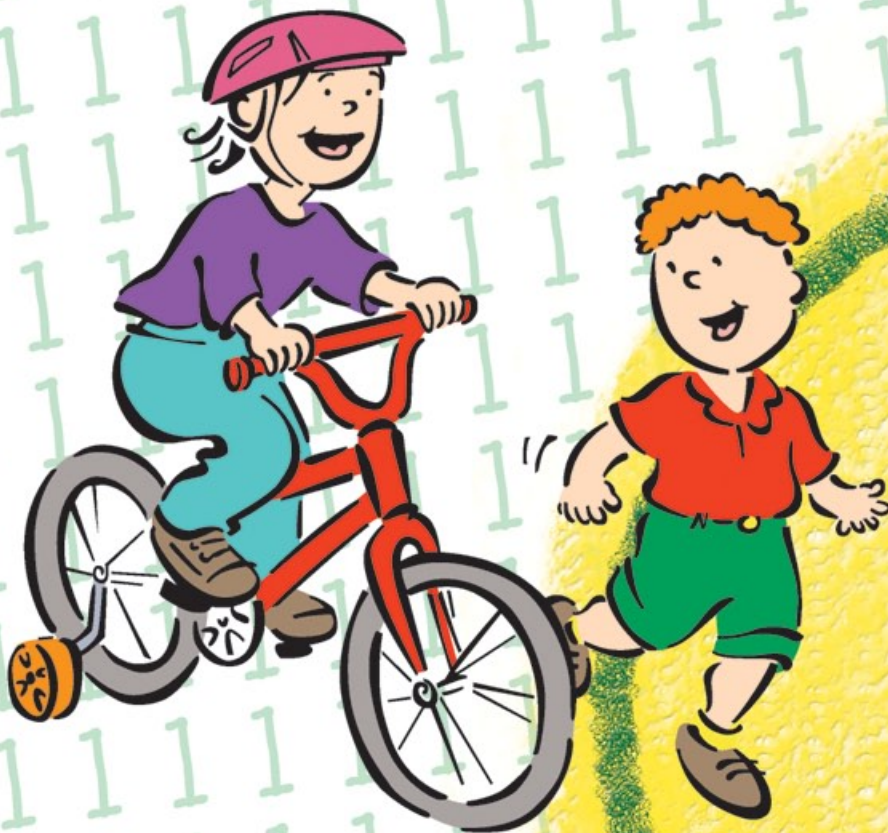


# Horizons

## Spelling and Vocabulary



# Week 1


## Lessons 1-5:

**Goal:** To recognize and spell short *ă* and short *ĕ* words. (See the **Reproducible Phonics Rules Flashcards** at the end of this Teacher's Guide.)

- 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: **at, man, pan, hen, get.**
- Review the short vowel sign (◡) with the children.
- Review rules:  
**Vowels:** a, e, i, o, u, and sometimes y.  
**Consonants:** all the other letters of the alphabet and, usually, y.
- Point out the word "I" and tell the students that it always is spelled with a capital letter.

## What Do You Know?

Have the children turn to page 5. 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.



Lessons 1-5

Name: \_\_\_\_\_

Write the words your teacher reads.

Words for the Week	Corrections	Practice
1. an	_____	1. _____
2. am	_____	2. _____
3. and	_____	3. _____
4. cat	_____	4. _____
5. bed	_____	5. _____
6. pen	_____	6. _____
7. well	_____	7. _____
8. yes	_____	8. _____
9. ten	_____	9. _____
10. get	_____	10. _____
11. I	_____	11. _____
12. a	_____	12. _____

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**Words for the Week**  
an and bed well ten I  
am cat pen yes get a

**1.** Write two sentences using your spelling words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2.** Practice your spelling words. Don't forget your working words.

<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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# Lesson 1 - Assess Child's Knowledge and Introduce Words

## Activities:


1. Turn to page 7 and have the children look at the pictures. Ask them to give the name for each picture: **cat, bed, pen, ten, well, yes**. The last may be a little difficult. Point out that the girl is moving her head up and down as the arrows show.
2. Ask the children to write the spelling word for each picture on the line provided.
3. Ask the children to tell you which words on the list were not pictured.
4. Point out the words that are spelled with only one letter: **I, a**. Tell them that the word **I** is always capitalized. Tell them that the word **a** is a helping word called an "article." Give examples. Tell them that the word **an** is also an article and give examples.
5. Ask the children to add their Working Words to the word box and to write their Working Words for the week on their own paper.
6. Show the children how to write their Working Words in the appropriate section at the back of their *Spelling Dictionary*.

Name: \_\_\_\_\_

**Lesson 1**  
Short **a** and **e** Words


**What do you know?**

1. Write the spelling words for the pictures.




\_\_\_\_\_

cat




\_\_\_\_\_

bed




\_\_\_\_\_

pen




\_\_\_\_\_

ten



\_\_\_\_\_

well



\_\_\_\_\_

yes

**Spelling Words**

\_\_\_\_\_

an

\_\_\_\_\_

am

\_\_\_\_\_

and

\_\_\_\_\_

cat

\_\_\_\_\_

bed

\_\_\_\_\_

pen

\_\_\_\_\_

well

\_\_\_\_\_

yes

\_\_\_\_\_

ten

\_\_\_\_\_

get

**Working Words**

I

\_\_\_\_\_

a

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Extended Activities for the Week:

1. Reproducible worksheet for in-class or take-home use.  
Begin building recognition by working with word families.  
Work with the children, or instruct parents to work with the children, to identify as many words as they can think of for each family.
2. Make a class word family chart for each family listed on the worksheet. Hang where children can see it. Add words as they are learned. Highlight or check off words that are part of spelling lessons or reading lessons.

# Lesson 73 - Look at Context and Meaning of Words


## Teaching Tips:

1. Help the children to locate their spelling words in the *Spelling Dictionary*.
2. Review spelling words, Working Words, and rules for the week.

## Activities:

1. Turn to page 121. Review the concept of opposites as needed. Ask the children to find a spelling word that is the opposite for each of the words printed in the first activity. Write the words in the appropriate space. Check. NOTE: The word "more" is the correct answer to the opposite of "less;" however, **more** is not a spelling word. Explain to the students that this is a "bonus" answer to see if they understand the concept of opposites. The children should refer to the Words for the Week or the word list in the Activity 2 in completing the remainder of this Activity.
2. Children should be familiar with a crossword format by this stage, but if they are not, review how a crossword is done. Do Number 1 Across together. Check to see that the children have entered the word correctly. Proceed, either completing the numbers Across first, OR alternating numbers in order, regardless of whether they go across or down.


**NOTE:** The answer for Number 2 down ("foot") should be entered **one square to the left in the Jun '01 printing** of the Student Book. Subsequent printings will have the corrected crossword (as shown in the answer key, above).



**Lesson 73** Name: \_\_\_\_\_

**1** Write the spelling word that is the opposite.

bad	war	less
_____	_____	_____
good	peace	more
brother	sister	
_____	_____	
sister	brother	



**2** Write the spelling words in the puzzle.

**ACROSS:**

1. Something you read.

3. James was John's \_\_\_\_\_.

6. Opposite of bad.

8. Jesus said, "\_\_\_\_\_ be with you."

10. Martha was Mary's \_\_\_\_\_.

13. What we eat.

**DOWN:**

2. I hop on one \_\_\_\_\_.

4. We use \_\_\_\_\_ to make a sandwich.

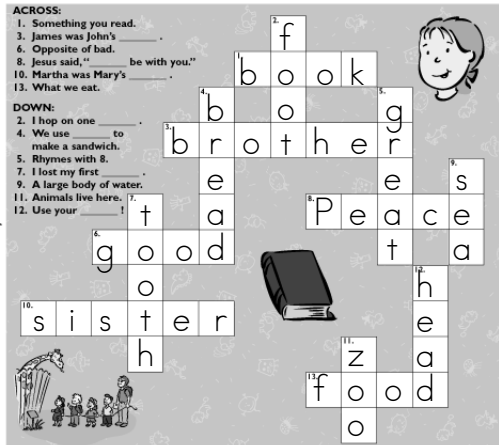
5. Rhymes with 2.

7. I lost my first \_\_\_\_\_.

9. A large body of water.

11. Animals live here.

12. Use your \_\_\_\_\_!



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## Extended Activities:

1. Provide additional crossword practice as needed.
2. Have children attempt to create their own short crossword puzzles.

# Lesson 128 - Look at Context and Meaning of Words

## Teaching Tips:


1. Help the children to locate their spelling words in the *Spelling Dictionary*.
2. Review spelling words, Working Words, concepts of **more/less**; **never/always**.


## Activities:

1. Turn to page 209. Give some practice with the ideas of **more/less** and **never/always**. Ask the children to look at the first picture. John and Judy are stacking blocks. Read the sentence. Ask the children which spelling word completes the sentence accurately. Have them circle the word and write it in the space provided. Repeat this process for the remaining sentences.
2. Read the story of David and Goliath to the children. Have the children color the picture and add any details from the story that they like.

**Spelling Spotlight** Lesson 128 Name: \_\_\_\_\_


1. Circle the word and write it in the sentence.

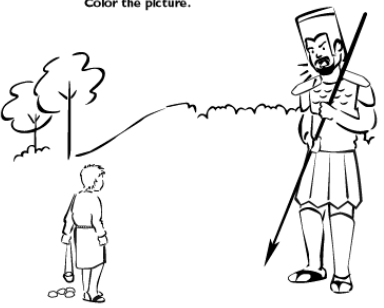
1. more John has more blocks than Judy. 

2. more Betty has more pencils than Bill. 

3. always Jesus will always love us.   
 never

4. never We should never do anything to hurt Jesus.   
 always

 **Bible Story:** *David and Goliath* – 2 Samuel 17 (especially v. 37–51).  
Color the picture.



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## Extended Activities:

1. On separate paper, have the children tell the story of David and Goliath. OR
2. Have the children put together a play about the story of David and Goliath.

# Week 17 Worksheet

## Complete the Sentences

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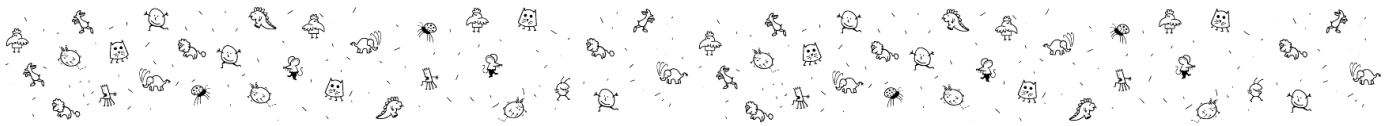
Use the words from the word list to complete the sentences.

### Word List

our	out	bowl	Paul	house
straw	about	saw	down	yellow

1. Saul's name was changed to \_\_\_\_\_ .
2. I had soup in a \_\_\_\_\_ .
3. Did you hear \_\_\_\_\_ the party?
4. I \_\_\_\_\_ a big pile of \_\_\_\_\_ at Grandma's farm.
5. I ran \_\_\_\_\_ the stairs and \_\_\_\_\_ the door.
6. \_\_\_\_\_ car is green.
7. My friend lives in a big white \_\_\_\_\_ .

21. When a word ends in y after a consonant, change the y to i before adding -er or -est to the end.



busy - y + er = busier

early - y + est = earliest

happy - y + er = happier

sunny - y + er = sunnier

funny - y + est = funniest