

Horizons

Spelling and Vocabulary



Week 1

Lessons 1-5:

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 beginning at page 251 in this Teacher's Guide.)

What Do You Know?

Have the students turn to page 7. 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 (beginning on page 73) at the back of their *Spelling Dictionary*.



What do you know?

Name: _____

Words for the Week	Corrections	Practice
1. batter	_____	1. _____
2. rubber	_____	2. _____
3. butter	_____	3. _____
4. ladder	_____	4. _____
5. hammer	_____	5. _____
6. rabbit	_____	6. _____
7. pizza	_____	7. _____
8. letter	_____	8. _____
9. lemon	_____	9. _____
10. water	_____	10. _____
11. mommy	_____	11. _____
12. daddy	_____	12. _____
13. middle	_____	13. _____
14. cattle	_____	14. _____
15. bitter	_____	15. _____
16. September	_____	16. _____
17. Monday	_____	17. _____

Horizons® Spelling Grade 2 7

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.

254 Horizons® Spelling Grade 2

Lesson 1 - Assess Student's Knowledge and Introduce Words

Activities:

1. Ask students to turn to page 9.
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.



Lesson 1
Consonants

Name: _____

1 Write the words for each pattern.

<div style="background-color: #ccc; padding: 2px; margin-bottom: 5px;">__ tt __</div> batter _____ butter _____ letter _____ cattle _____ bitter _____ <div style="background-color: #ccc; padding: 2px; margin-bottom: 5px;">__ mm __</div> hammer _____ mommy _____ <div style="background-color: #ccc; padding: 2px; margin-bottom: 5px;">__ t __</div> water _____	<div style="background-color: #ccc; padding: 2px; margin-bottom: 5px;">__ bb __</div> rubber _____ rabbit _____ <div style="background-color: #ccc; padding: 2px; margin-bottom: 5px;">__ dd __</div> ladder _____ middle _____ daddy _____ <div style="background-color: #ccc; padding: 2px; margin-bottom: 5px;">__ zz __</div> pizza _____ <div style="background-color: #ccc; padding: 2px; margin-bottom: 5px;">__ m __</div> lemon _____
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2 Write your working words.

September _____
 Monday _____

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

Horizons® Spelling Grade 2 9

GGGGGGGGGGGG

Spelling Words

batter _____
 rubber _____
 butter _____
 ladder _____
 hammer _____
 rabbit _____
 pizza _____
 letter _____
 lemon _____
 water _____
 mommy _____
 daddy _____
 middle _____
 cattle _____
 bitter _____

Working Words

September _____
 Monday _____


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 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 71 - Assess Student's Knowledge and Introduce Words




Activities:

1. Ask students to turn to page 121.
2. Make two columns on the board. In the first, review the long sound of **oo** (**moon, food, zoo**). Have the students give more examples. In the second column, review the short sound of **oo** (**book, good, foot**). Have the students give more examples.
3. **Activity 1:** Have the students find and write the spelling word for each long **oo** picture.
4. **Activity 2:** Have the students find and write the two spelling words with the long **oo** sound that were not pictured.
5. **Activity 3:** Have the students find and write the spellings words with the short **oo** sound in the correct shapes. Have them circle the **oo**.
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.






Lesson 71 Name: _____
Long and short oo

1 Say the words in your spelling list. Write the long oo words under the pictures.

spoon roof boot

pool goose tool

2 Find two more long oo words and write them.

cool noon

3 Find the short oo words and write them in the shapes. Circle the oo.

hooood
woool
shook
cook

woood
stooood
toook

4 Write your working words.

beside _____
between _____

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

Horizons® Spelling Grade 2 121

GGGGGGGGGGGG

Spelling Words

hood _____

shook _____

wool _____

took _____

stood _____

cook _____

wood _____

boot _____

spoon _____

cool _____

goose _____

pool _____

roof _____

tool _____

noon _____

Working Words

beside _____

between _____

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 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 individual word family charts for the long and short sounds of **oo**.

Lesson 146 - Assess Student's Knowledge and Introduce Words

Activities:

1. Ask students to turn to page 241.
2. Note that most of the spelling words in this unit end in **-le**. Ask the students to observe how many syllables are in each of the **-le** words. Note that most of the words have a double consonant in the middle of the word.
3. **Activity 1:** Have the students find and write the two spelling words that name different times during the day.
4. **Activity 2:** [Note: In activities 2 through 5, the students will be writing words in syllables. Each word space is divided into two sections.] Have the students find and write the three spelling words that have double **gg** in the middle.
5. **Activity 3:** Have the students find and write the four spelling words that have double **dd** in the middle.
6. **Activity 4:** Have the students find and write the three spelling words that have double **tt** in the middle.
7. **Activity 5:** Have the students find and write the three spelling words that have double **bb** in the middle.
8. **Activity 6:** 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.
9. **Activity 7:** 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 146 Name: _____

Words ending in -le

Spelling Words

bottle *bottle*

juggle *juggle*

nibble *nibble*

bubble *bubble*

giggle *giggle*

puzzle *puzzle*

saddle *saddle*

huddle *huddle*

paddle *paddle*

rattle *rattle*

scribble *scribble*

snuggle *snuggle*

riddle *riddle*

kettle *kettle*

puddle *puddle*

1 Write the two spelling words that name different times of the day.

morning afternoon

2 Write the spelling words in syllables. Begin with the words that have a double **gg** in the middle.

jug gle gig gle

snug gle

3 Write the spelling words with the double **dd** in the middle.

sad dle rid dle

hud dle pud dle

4 Write the spelling words that have a double **tt** in the middle.

bot tle set tle

rat tle

5 Write the spelling words that have a double **bb** in the middle.

nib ble scrib ble

bub ble 

6 Write your working words.

morning _____

afternoon _____

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

Working Words

morning *morning*

afternoon *afternoon*

Horizons® Spelling Grade 2

241

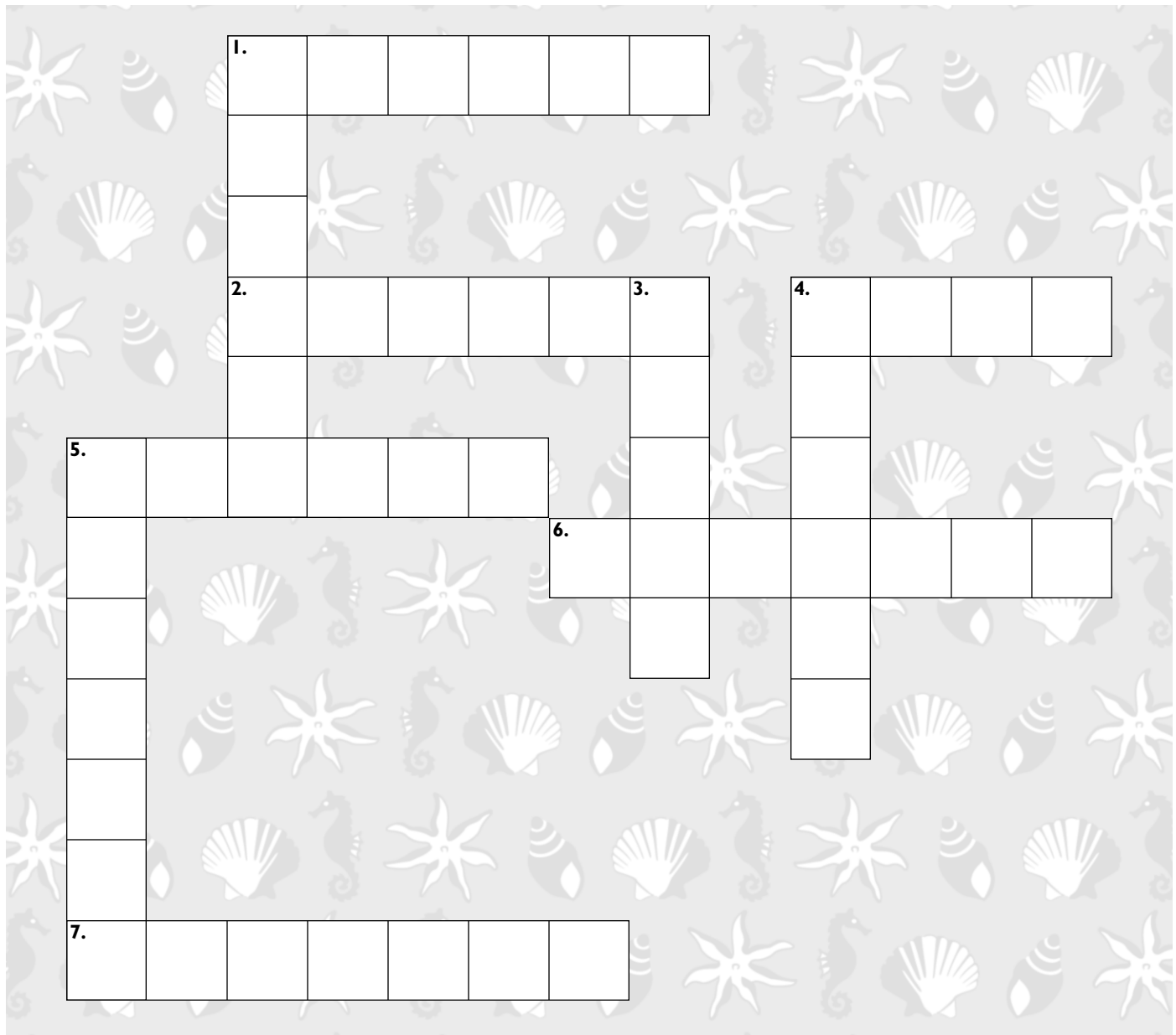
Extended Activities for the Week:

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 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 individual word family charts for **-le** words.

Week 31 Worksheet

Name: _____

Lessons 151-155



ACROSS:

1. The opposite of "pack."
2. Not like.
4. Take apart.
5. Everything.
6. The opposite of this morning.
7. Give someone the care of something.

DOWN:

1. Not just.
3. To take pleasure in.
4. Not kind.
5. Close in.

WORD LIST

unpack
undo
unjust
unlike
unkind
entrust
entire
enclose
enjoy
tonight

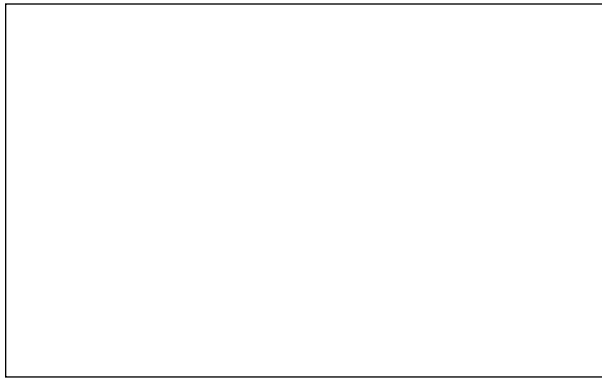
Week 32 Worksheet

Name: _____

Lessons 156-160



Draw a picture and write a sentence for each time of the day given.



Morning

Afternoon



Tonight



Tomorrow

