

Horizons

Spelling and Vocabulary



How to Use this 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 be able to see and read their spelling words used in the context of a sentence.
3. 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 locations at the back of the Spelling Dictionary.
- Use the *Spelling Dictionary* as a resource for writing sentences and stories.



Simple parts of speech (verbs, nouns, and proper nouns) are identified, and plural and comparative forms of words are also shown.

A

a I have a monkey.

about Tell me about your dog.

add Will you add these numbers for me?
verb: add, adds, added, adding

after Josh will come home after school.

airport We will go to the airport to pick up Grandma.
noun, plural: airports

all The girls put all the toys away.

always God is always with us.

am I am going to the store.
verb: am, are, is

an Josh ate an apple for lunch.

and Julie and Josh like to help Mom.

are When are they coming home from school?
verb: am, are, is



K

kind

Jenny was very kind to the little boy.

comparison: kind, kinder, kindest
What kind of bird is that?



kinder

I have never met a kinder man than Mr. Wells.

kindest

Jill was the kindest girl in the class.

kindness

My father always treated his friends with kindness.

knock

Did I hear a knock on the door?

verb: knock, knocks, knocked, knocking



knew

Paul knew how to bring people to Jesus.

verb: know, knows, knew, has (have, had) known

know

I know that John will be here soon.

verb: know, knows, knew, has (have, had) known

P

pack Remember to pack your toothbrush.
verb: pack, packs, packed, packing



pack He carried a heavy pack on his back.
noun, plural: packs

park We will have a picnic in the park.
noun, plural: parks



part Only part of the work was done.
noun, plural: parts

patch Mother put a patch on the hole in my jeans.
We went to visit the pumpkin patch.
noun, plural: patches

Paul Jesus called Paul to serve him.
proper noun

peace We all pray for peace in the world.
noun, plural: peace



peak Josh and Julie climbed the mountain peak.
noun, plural: peaks

T

tall How tall is Jonathan?
comparison: tall, taller, tallest



ten Jesus cured ten lepers.
number word

thank Remember to thank God for everything.
verb: thank, thanks, thanked, thanking

that Did you see that purple bird?

the We went to the store.



their The toys belong in their room.
pronoun

then When you finish, then we will go.



there Please go over there and pick up the ball.

they I thought they were going with us.
pronoun

thick His winter coat was made of thick material.
comparison: thick, thicker, thickest

X

x-ray

Jeremy had an x-ray taken after he fell.
noun, plural: x-rays



Y

yawn

Do you yawn when you are sleepy?
verb: yawn, yawns, yawned, yawning

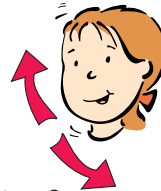


yellow

Daffodils are my favorite yellow flower.
color word

yes

Did you say "yes" to going?



you

What are you doing after school today?
pronoun

your

Don't forget to bring your books.
pronoun

you're

I think you're going to like this picnic.
contraction: you are

Good Spelling Begins Here...



1. **Read** the word and say it out loud.

2. **Think** about each sound in the word—close your eyes and say the word again.

3. **Spell** the word to yourself and then write it.

4. **Check** to see if you spelled the word correctly.

4



2



3





Write the words your teacher reads.

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. _____



Put the words in ABC order.

light
gnat
back
knock
night
climb

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



2

Write the abbreviations. Don't forget the period!

Mister = _____

Mistress = _____



3

Cross out the silent letter or letters in each word.

back knock sign night
know gnat high whole
lamb light write climb



Finish the rhymes.

latch

itch

until

pitch

whale

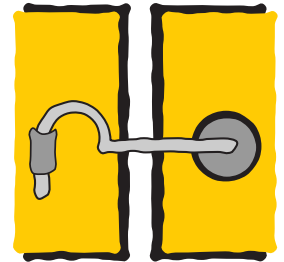


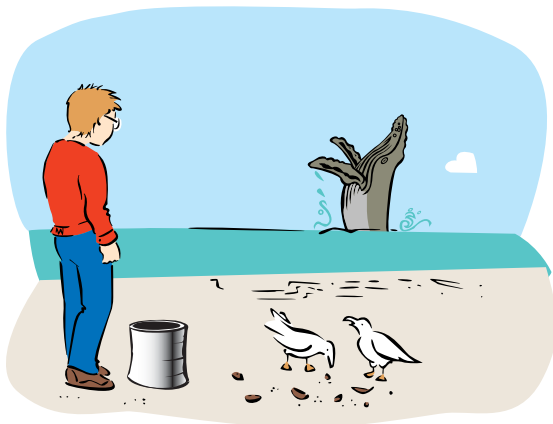
When he threw the _____,

he had an _____.

When you close the hatch,

don't forget the _____.





I had a pail _____

too small for a _____.

Wait _____

we climb the hill.





Write the spelling words in the puzzle.

- quick
- quack
- quit
- queen
- laugh
- phone
- photo
- rough
- tough
- could
- would
- should
- does
- right

ACROSS:

- 2. I'm so tired, I'll have to _____ now.
- 4. If I _____ come, I would be happy.
- 6. The duck said, "_____."
- 8. The meat was too _____ to chew.
- 9. Al made a _____ turn.

DOWN:

- 1. The running boy was very _____.
- 3. Jill was crowned _____ for the parade.
- 5. Sally looked so funny that she made me _____.
- 7. The dirt road was very _____.



How words are changed. Look at the words and finish the sentences.

hug	hugged	hugging
hop	hopped	hopping
hope	hoped	hoping
smile	smiled	smiling

- To make the word *hugging*, you must take the word _____, double the letter _____, and add _____.
- To make the word *hopped*, you must take the word _____, double the letter _____, and add _____.
- To make the word *smiling*, you must take the word _____, drop the letter _____, and add _____.
- To make the word *hoping*, you must take the word _____, drop the letter _____, and add _____.

ball walk all hugging hopping hoping haven't
small talk hugged hopped begging smiling went



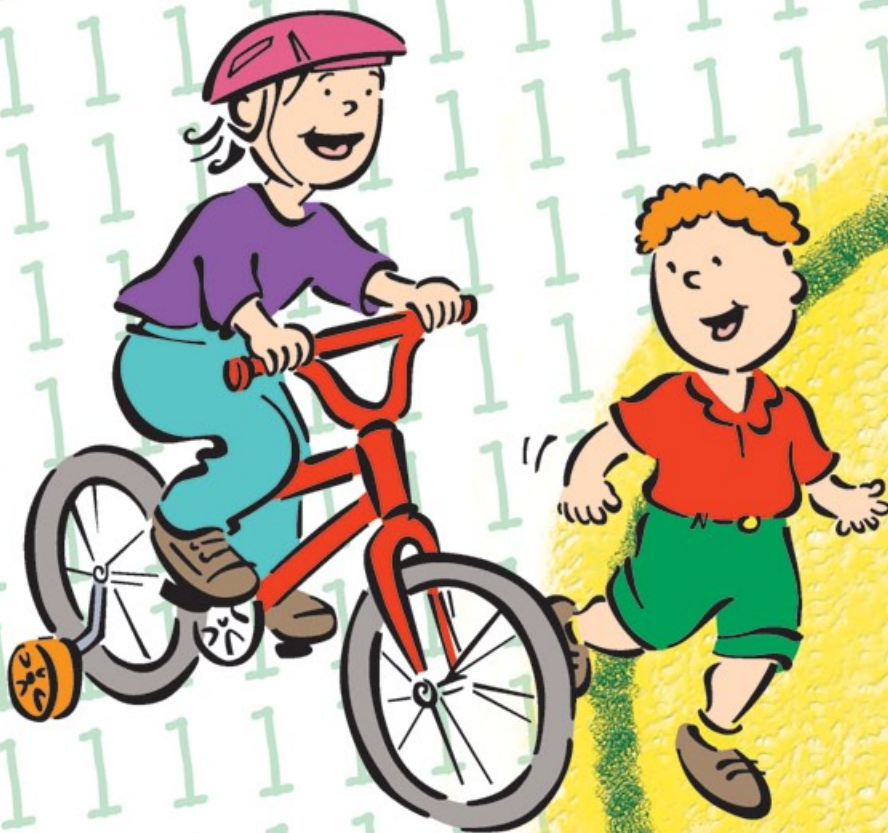
Write the spelling words that rhyme.

tall	_____	_____	_____
	_____	_____	_____
chalk	_____	_____	_____
	_____	_____	_____
sent	_____	_____	_____
	_____	_____	_____



Horizons

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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

Horizons® Spelling Grade 1 7

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	



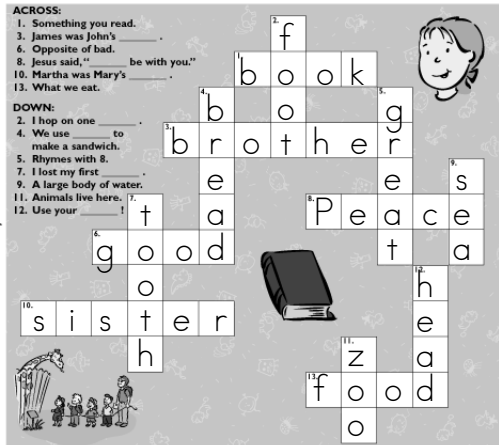
2 Write the spelling words in the puzzle.

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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121

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.

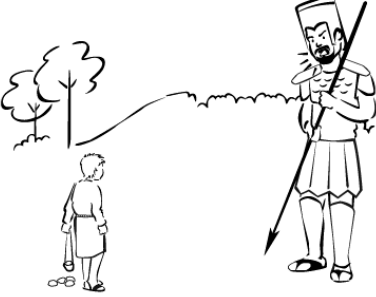
1. more less John has _____ more _____ less blocks than Judy. 

2. more less Betty has _____ more _____ less pencils than Bill. 

3. always never Jesus will _____ always _____ never love us.

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

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



Horizons® Spelling Grade 1 209

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



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