

# Horizons

## Spelling and Vocabulary

Dictionary



# C

**cactus**

(kāk' tēs)

*n.* a spiny leafless plant found in deserts

Ethan saw a cactus in Arizona.



**call**

(kôl)

*v.* to speak in a loud voice; to speak by telephone

Olivia needed to call Hannah.

**came**

(kām)

*v.* past tense of come

Jenny's grandparents came for her birthday.

**camping**

(kāmp- ing)

*n., v.* outdoor activity often involving sleeping in tents

Ann was excited to go camping with her family.



**can't**

(kānt)

*contraction* of cannot

Anna said, "I can't go to the park tomorrow."

**car**

(kär)

*n.* vehicle

Mrs. Brown drove her car to work each morning.



**care**

(kâr)

*n., v.* help another; tend to

Emma took good care of her toys.

# O

oar

(ôr)

*n.* paddle for rowing

Brayden used oars to row the boat.



o'clock

(ə- klôk')

*adv.* of the or according to the clock

Church begins at ten o'clock.

oil

(oil)

*n.* grease; slick

There was an oil stain under the car.



old

(ôld)

*n.* a person of a certain age

The five-year-old rode her trike.

*adj.* a long time

Mr. Jackson's car was very old.



one

(wŭn)

*n., adj.* single

Sydney could not find one of her shoes.

one hundred

(wŭn- hŭn' drĭd)

*n.* the number after ninety-nine

There are one hundred pennies in a dollar.



only

(ôn' lē)

*adj.* alone; having no others

The Branson family has only one pet.



Handwriting practice lines on the left side of the page. Each line set consists of a solid blue top line, a dashed pink middle line, and a solid blue bottom line. There are 10 such sets of lines.

Handwriting practice lines on the right side of the page. Each line set consists of a solid blue top line, a dashed pink middle line, and a solid blue bottom line. There are 10 such sets of lines.

# Cumulative Word List - Spelling 1, 2, & 3



a	afraid	airport	American	April	August
about	after	aisle	an	are	aunt
ache	afternoon	all	and	arm	away
acorn	age	along	ant	around	ax
across	ago	alphabet	anyone	ask	axes
add	agree	always	anything	asked	
admitted	airplane	am	apple	ate	



baby	beautiful	bell	bird	book	broke
back	became	below	birthday	books	broom
badge	because	belt	bite	boot	brother
ball	become	beside	bitter	both	brought
balloon	bed	best	black	bottle	brown
bare	bedroom	best-selling	blame	bought	brush
baseball	beds	better	bleed	bowl	bubble
basketball	bee	between	blend	box	burn
bath	been	beyond	bless	boxes	but
bathe	bees	Bibles	blew	boy	butter
batter	before	bicycling	blow	boy's	butterfly
batteries	began	big	blue	brave	buy
be	begging	bigger	bluff	bread	by
beaches	beginning	biggest	boat	break	
bear	behind	bike	boil	breakfast	
beat	believe	bind	bone	bring	



**Lesson 6**  
Blends and  
Diagraphs

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

**1** Write the spelling word that fits each pattern.

1. **th**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **rd**

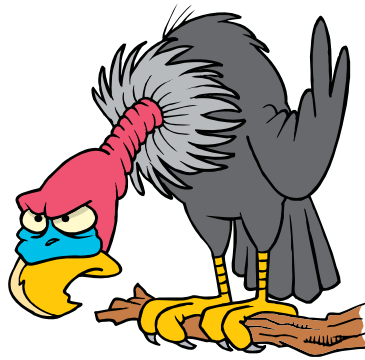
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. **ch**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. **sh**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Spelling Words**

the	the
this	this
think	think
they	they
together	together
bath	bath
word	word
bird	bird
much	much
search	search
catch	catch
child	child
dish	dish
sheep	sheep
shall	shall

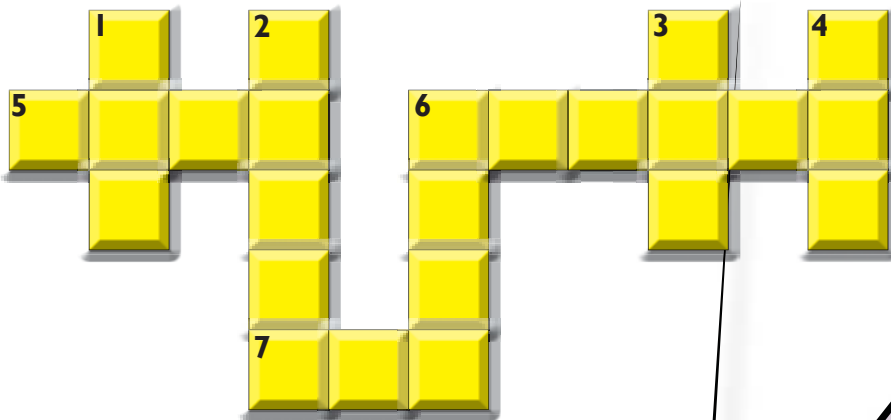
**Challenge Words**

Thursday	Thursday
father	father
heard	heard
shepherd	shepherd
shoe	shoe



and always day today away face ask hat  
 last map man than may along stand

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

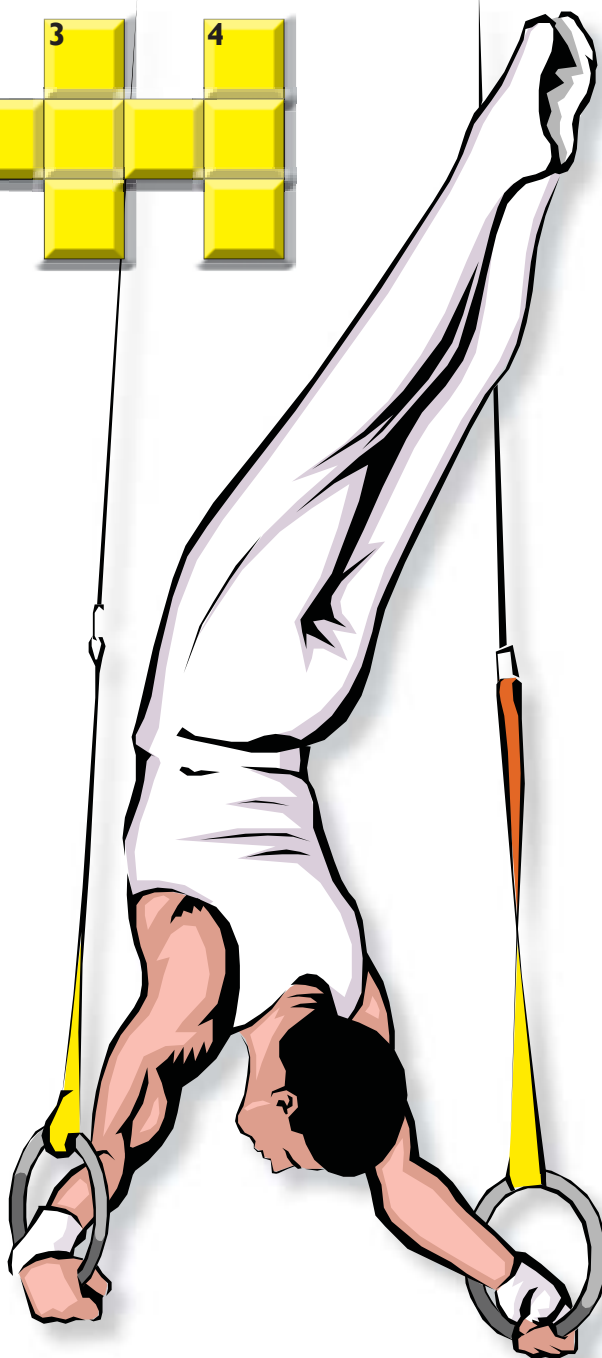


**ACROSS**

- 5. the final one
- 6. at all times
- 7. sunrise to sunset

**DOWN**

- 1. a male
- 2. something used to hold things
- 3. head covering
- 4. question
- 6. not near





Lesson 52

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

jumping

showing

hunting

falling

holding

helping

playing

riding

pulling

thanking

using

leaving

ending

hiding

hurting

**1** Find the words in the word search and write them at the bottom of the paper.  
Challenge words will not be included in this exercise.

G	N	I	P	M	U	J	T	C	G	P	Z
E	H	H	V	Q	R	H	V	N	G	L	O
N	V	E	K	G	A	I	I	K	N	A	N
D	C	F	L	N	N	L	D	N	I	Y	T
I	Y	N	K	P	L	I	C	I	T	I	G
N	P	I	U	A	I	S	W	J	N	N	N
G	N	L	F	Q	M	N	Q	O	U	G	I
G	H	O	L	D	I	N	G	K	H	T	V
N	L	G	N	I	L	L	U	P	C	S	A
I	H	U	R	T	I	N	G	X	S	J	E
S	C	C	V	A	I	W	K	Z	R	R	L
U	T	Z	Y	C	G	N	I	D	I	H	Y




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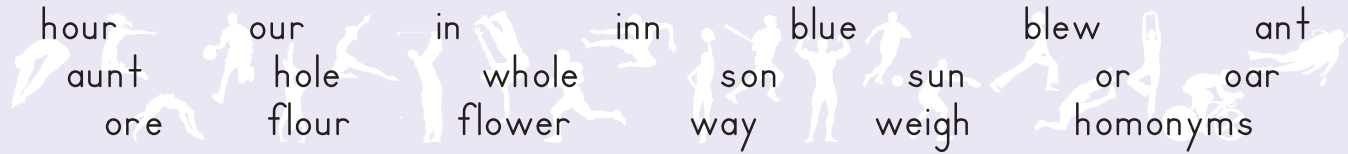


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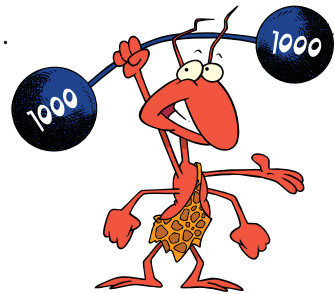
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**1** Fill in the blank with the correct spelling word.

1. Mrs. Richards has a \_\_\_\_\_ named Brandon.
2. Conner's favorite color is \_\_\_\_\_.
3. The train was carrying many tons of iron \_\_\_\_\_.
4. The \_\_\_\_\_ came out from behind the clouds.
5. The travelers stayed at a country \_\_\_\_\_.
6. The Sunday school program was an \_\_\_\_\_ long.
7. The \_\_\_\_\_ class went on a field trip.
8. An \_\_\_\_\_ is a strong animal for its size.
9. Either Marissa \_\_\_\_\_ Brittany needed  
to take the dog for a walk.
10. Jaden's birthday is \_\_\_\_\_ two days.
11. Weston has a \_\_\_\_\_ in his shoe.
12. The strong storm \_\_\_\_\_ through the night.
13. \_\_\_\_\_ dog is scared of storms.
14. Henry used an \_\_\_\_\_ to paddle the kayak.
15. Tom's \_\_\_\_\_ and uncle are coming for a visit.



**2** Fill in the blank with the correct challenge word.

1. Mrs. Grove was on her \_\_\_\_\_ to a business meeting.
2. \_\_\_\_\_ is one of the ingredients in bread.
3. In this lesson you have learned about \_\_\_\_\_.
4. Mrs. Jefferson planted daisies in her \_\_\_\_\_ bed.
5. The butcher needed to \_\_\_\_\_ the meat.



# Lesson 157

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

kindness    can't    cactus    beginning    nine-year-2 old    deaf  
wonderful    putting    isn't    under    post office    happiness    she's  
little    planning    speak    wear    wallpaper    sadly    it's    funny  
winning    mean    done    homework    dime    mice    stare

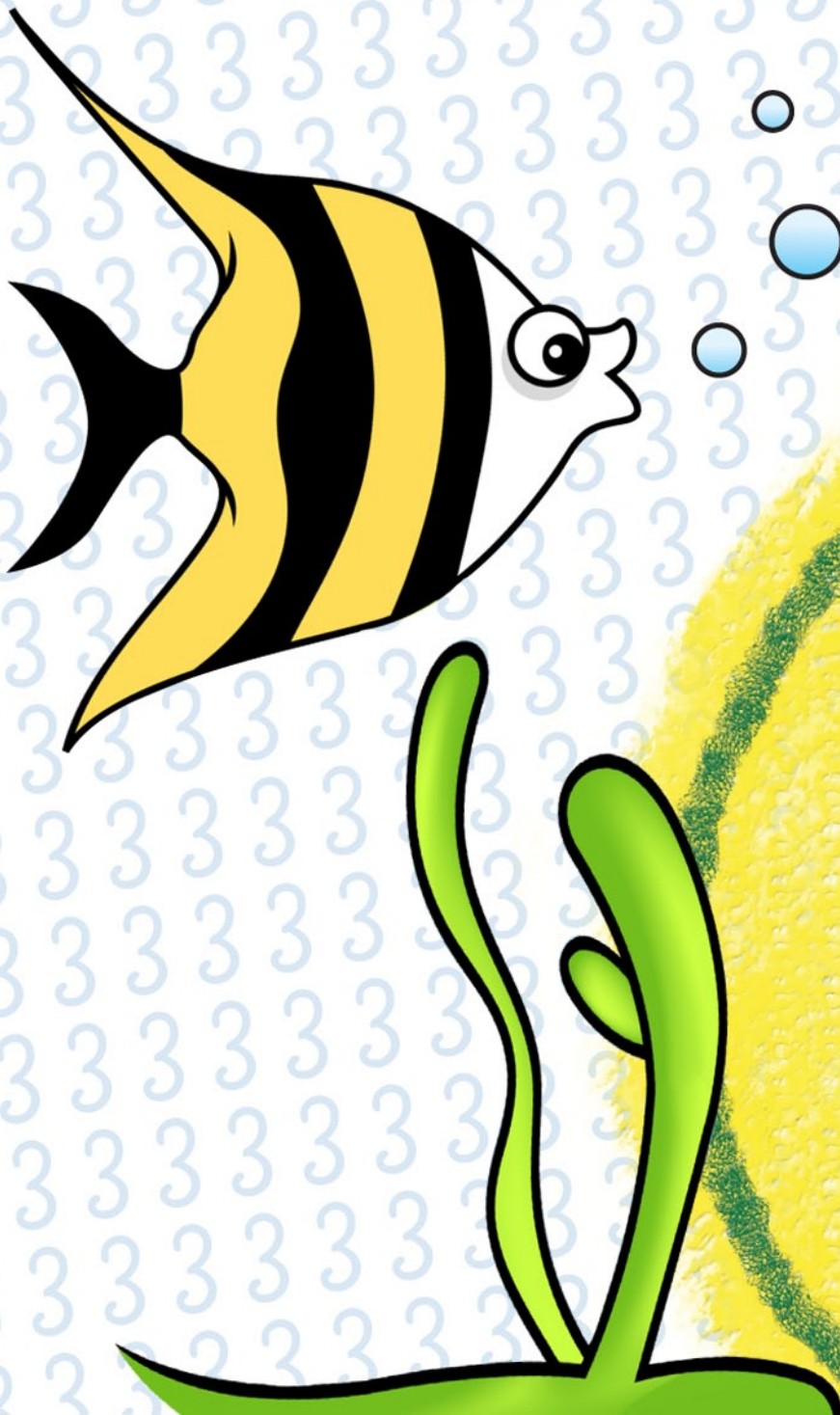
## 1 Circle the word which is misspelled in each group.

1. *cactus*    *nine-year-old*    *puting*    *she's*
2. *post office*    *happyness*    *wear*    *planning*
3. *saddly*    *can't*    *speak*    *wear*
4. *she's*    *cactus*    *isn't*    *homuwork*
5. *kindness*    *winneng*    *little*    *funny*
6. *under*    *putting*    *mean*    *wonderfull*
7. *doen*    *beginning*    *can't*    *mice*
8. *spaek*    *nine-year-old*    *happiness*    *sadly*
9. *cactus*    *wallpaper*    *dime*    *planing*
10. *staire*    *kindness*    *wonderful*    *winning*
11. *isn't*    *meese*    *it's*    *dime*
12. *deaf*    *homework*    *littel*    *funny*
13. *under*    *shess*    *kindness*    *post office*
14. *it's*    *wallpaper*    *begining*    *mean*
15. *daef*    *planning*    *done*    *stare*

# Horizons

## Spelling and Vocabulary

Teacher's Guide



# Lesson 6 - Introduce Words

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read to students the directions for the first activity on the sheet. Remind them of the blend and diagraphs they are studying in this lesson.
3. Ask students to find all the words with the *th* sound and write them on the sheet. Go over the answers with the class.
4. Have students find all the words with the *rd* blend and write them on the activity sheet. Ask students to share their answers when they have finished.
5. Next students should look for words with the diagraph *ch*. Review the correct answers with the class.
6. The final diagraph students need to find in words is *sh*. Once again go over the correct responses with the class.
7. Instruct students to write their assigned challenge words in their *Spelling Dictionaries* in the back section. Words are to be written under the correct letter of the alphabet.



Lesson 6  
Blends and  
Diagraphs

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

Write the spelling word that fits each pattern.

<p>1. <i>th</i></p> <p>the _____</p> <p>this _____</p> <p>think _____</p> <p>they _____</p> <p>together _____</p> <p>bath _____</p>	<p>2. <i>rd</i></p> <p>word _____</p> <p>bird _____</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>3. <i>ch</i></p> <p>much _____</p> <p>search _____</p> <p>catch _____</p> <p>child _____</p>	<p>4. <i>sh</i></p> <p>dish _____</p> <p>sheep _____</p> <p>shall _____</p> <div style="text-align: center; margin: 10px 0;">  </div>
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Spelling Words

the	<i>the</i>
this	<i>this</i>
think	<i>think</i>
they	<i>they</i>
together	<i>together</i>
both	<i>both</i>
word	<i>word</i>
bird	<i>bird</i>
much	<i>much</i>
search	<i>search</i>
catch	<i>catch</i>
child	<i>child</i>
dish	<i>dish</i>
sheep	<i>sheep</i>
shall	<i>shall</i>

Challenge Words

Thursday	<i>Thursday</i>
father	<i>father</i>
heard	<i>heard</i>
shepherd	<i>shepherd</i>
shoe	<i>shoe</i>

## Extended Activities for the Week:

1. Send a list of the week's words home for additional study. You may want to include a letter to the parents urging them to help the students 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.
2. Challenge students to create lists of additional words with the *rd* blend and the *th*, *ch*, and *sh* diagraphs. They can look for words they encounter in their other subjects or in their free reading. Maybe some of the students' names have an *rd* blend or *th*, *ch*, or *sh* diagraph.
3. Have students begin the writing of sentences for each spelling word in their notebooks.
4. Assign the reproducible *Week 2 Worksheet* either as homework or as an added classroom activity.

# Lesson 17 - Examine and Explore Words

## Teaching Tips:

1. At the beginning of the class period, read with students the list of spelling words. You may want to exaggerate the long and short *a* sounds as you read.
2. Give students an opportunity to orally quiz each other on the spelling words.

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read through the directions at the top of the page.
3. Remind students that not all of the spelling words are a part of the crossword puzzle. They will need to choose the best word that fits both the clue and the spaces provided.
4. Go over the correct answers with the students.

Lesson 17 Name: \_\_\_\_\_

and always day today away face ask hat  
last map man than may along stand

I Use some of the spelling words to complete the crossword puzzle.

ACROSS  
5. the final one  
6. at all times  
7. similar to sunset

DOWN  
1. a male  
2. something used to hold things  
3. head covering  
4. question  
8. not near

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## Extended Activities:

1. Ask students to come up with words that rhyme with the spelling words that end with a long *a* sound in the last syllable. For example: *trail* and *pail*; *face* and *space*; *day* and *stay*.
2. Have students continue writing the sentences for each spelling word in their notebooks.

# Lesson 52 - Examine and Explore Words

## Teaching Tips:

1. Review the *-ing* words students are working with for the week.
2. Have the class read the list of spelling words together with you.

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read the directions with the students. Remind them they need to find the spelling words in the word search and write them at the bottom of the page.
3. Go over any words that may have been difficult for students to find.

Lesson 52 Name: \_\_\_\_\_

jumping showing hunting falling holding helping playing  
riding pulling thanking using leaving ending hiding hurting

1 Find the words in the word search and write them at the bottom of the page.  
Challenge words will not be included in this exercise.

jumping showing hunting falling holding  
helping playing riding pulling thanking  
using leaving ending hiding hurting

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## Extended Activities:

1. Ask students if they can think of other words that have *-ing* highlighted in the spelling words of the week.
2. Have students continue writing the sentences for each spelling word in their notebooks.

# Lesson 72 - Examine and Explore Words

## Teaching Tips:

1. Review homonyms.
2. Have the class read the list of spelling words together with you.

## Activities:

1. Give the students the page from the Student Book for this lesson.
2. Review the words in the word box as well as the challenge words.
3. Read the directions with the students. After students have completed the activity sheet, go over the correct answers.

Lesson 72 Name: \_\_\_\_\_

hour	our	in	inn	blue	blew	ant
sun	hole	whole	son	sun	or	ear
sire	flour	flower	way	weigh	homonyms	

**1** Fill in the blank with the correct spelling word.

1. Mrs. Richards has a son named Brandon.
2. Conner's favorite color is blue.
3. The train was carrying many tons of iron ore. 
4. The sun came out from behind the clouds.
5. The travelers stayed at a country inn.
6. The Sunday school program was an hour long.
7. The whole class went on a field trip.
8. An ant is a strong animal for its size.
9. Either Marissa or Brittany needed to take the dog for a walk. 
10. Jaden's birthday is in two days.
11. Weston has a hole in his shoe.
12. The strong storm blew through the night.
13. Our dog is scared of storms.
14. Henry used an oar to paddle the kayak.
15. Tom's aunt and uncle are coming for a visit.

**2** Fill in the blank with the correct challenge word.

1. Mrs. Grove was on her way to a business meeting.
2. Flour is one of the ingredients in bread.
3. In this lesson you have learned about homonyms.
4. Mrs. Jefferson planted daisies in her flower bed.
5. The butcher needed to weigh the meat.

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## Extended Activities:

1. Ask students if they can think of other homonyms.
2. Have students continue writing the sentences for each spelling word in their notebooks.

# Lesson 79 - Exercise for Mastery


## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read the directions on the sheet.
3. As a class, brainstorm things that students see in the playground picture. Maybe point out some different ways of looking at the picture that will incorporate the spelling words.
4. Direct students in completing the activity sheet.

Lesson 79 Name: \_\_\_\_\_

ball	one	chalk	jumping	holding	hour	helping
small	cars	five	falling	water	riding	playing
in	three	seven	pulling	some	or	off
can	our	whole	as	fruit	like	using

1 Look at the picture of the playground. Describe the scene using at least seven spelling words.



**Example:** The students have recess one hour every day. On the playground girls are jumping rope. Some students are playing with a ball. There is a small tree on the field.

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## Extended Activities:

1. Share stories.
2. Extend the activity by having students write about other things they might see on a playground. They should again work to include their spelling words.
3. You may want to give students spot quizzes to check their spelling of the review words. Emphasize that these quizzes are not graded but are being used to help them review.



# Lesson 84 - Apply Understanding of Words in Writing

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read the directions for the activity.
3. As a class, brainstorm scenes that a person might see at a farm.
4. Direct students in drawing their pictures and writing their sentences.

Lesson 84 Name: \_\_\_\_\_

cook	leaf	line	write	wrong
wrap	black	crack	duck	climb
lamb	thumb	quack	squeal	quiet

1 Draw a picture of a farm scene. Use four of your spelling words to write about the picture you drew.

Example: At the farm I saw a lamb and a duck. I heard a pig squeal. I also saw a black and white cow.

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## Extended Activities:

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

# Lesson 88 - Look at Context and Meaning of Words

## Teaching Tips:

1. Review words and rules.
2. Give students an opportunity to share any spelling word sentences they have written in their notebooks.

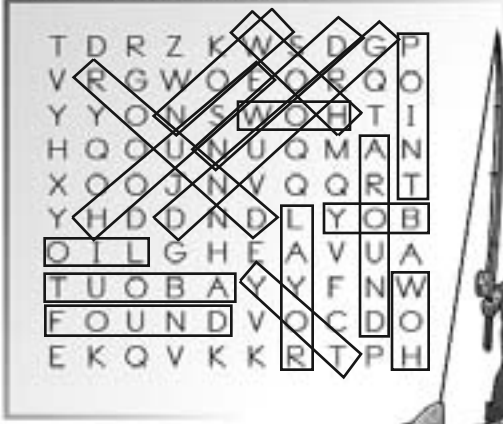
## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read the directions on the activity sheet with the students. When they have finished, review the answers as a class.

Lesson 88 Name: \_\_\_\_\_

about around a boy house enjoy found toy round down ground how now paint

1 Find each spelling word and circle it. Write the words on the lines below.  
Some words can be found more than once.



about boy enjoy toy royal  
down how now around house  
found round ground oil paint

Horizons Spelling Grade 3 141

## Extended Activities:

1. Have students write each of their spelling words forward and backward.
2. Ask students to choose two of the spelling words and draw pictures representing those words. Give an opportunity to share their pictures with the class.
3. Have students continue writing sentences for each spelling word in their notebooks.
4. Give students an opportunity to quiz each other on the spelling words and their definitions.




# Lesson 127 - Examine and Explore Words

## Teaching Tips:

1. Review the contractions students are working with for the week.
2. Have the class read the list of spelling words together with you.

## Activities:


1. Give the students the page from the *Student Book* for this lesson.
2. Read the directions with the students. Have them choose the contraction spelled correctly in each group.
3. Go over the correct answers when students have completed the activity sheet.



Lesson 127 Name: \_\_\_\_\_

**1** Choose the contraction that is spelled correctly in each group. Put an X in the box.

<p>1. <input type="checkbox"/> a. their <input checked="" type="checkbox"/> b. there <input type="checkbox"/> c. their <input type="checkbox"/> d. were</p> <p>2. <input type="checkbox"/> a. where <input checked="" type="checkbox"/> b. were <input type="checkbox"/> c. their <input type="checkbox"/> d. there</p> <p>3. <input type="checkbox"/> a. file <input checked="" type="checkbox"/> b. have <input type="checkbox"/> c. does <input type="checkbox"/> d. can't</p> <p>4. <input type="checkbox"/> a. you'd <input checked="" type="checkbox"/> b. did <input type="checkbox"/> c. they're <input type="checkbox"/> d. off</p> <p>5. <input checked="" type="checkbox"/> a. for <input type="checkbox"/> b. are <input type="checkbox"/> c. does <input type="checkbox"/> d. there</p> <p>6. <input type="checkbox"/> a. you'd <input checked="" type="checkbox"/> b. was <input type="checkbox"/> c. was <input type="checkbox"/> d. do</p> <p>7. <input type="checkbox"/> a. are <input type="checkbox"/> b. it <input type="checkbox"/> c. do <input checked="" type="checkbox"/> d. she's</p> <p>8. <input type="checkbox"/> a. didn't <input checked="" type="checkbox"/> b. doesn't <input type="checkbox"/> c. is <input type="checkbox"/> d. do's</p>	<p>9. <input type="checkbox"/> a. they're <input type="checkbox"/> b. can't <input type="checkbox"/> c. his <input checked="" type="checkbox"/> d. was's</p> <p>10. <input checked="" type="checkbox"/> a. don't <input type="checkbox"/> b. if <input type="checkbox"/> c. there's <input type="checkbox"/> d. do's</p> <p>11. <input type="checkbox"/> a. you'd <input type="checkbox"/> b. it's <input type="checkbox"/> c. have's <input checked="" type="checkbox"/> d. is's</p> <p>12. <input checked="" type="checkbox"/> a. they're <input type="checkbox"/> b. did's <input type="checkbox"/> c. we'll <input type="checkbox"/> d. can's</p> <p><b>2</b> Challenge Words</p> <p>1. <input type="checkbox"/> a. can't <input checked="" type="checkbox"/> b. you're <input type="checkbox"/> c. should's <input type="checkbox"/> d. her's</p> <p>3. <input type="checkbox"/> a. could's <input type="checkbox"/> b. should's <input type="checkbox"/> c. will's <input checked="" type="checkbox"/> d. have's</p> <p>3. <input checked="" type="checkbox"/> a. won't <input type="checkbox"/> b. could's <input type="checkbox"/> c. you's <input type="checkbox"/> d. should's</p>
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## Extended Activities:

1. Ask students if they can think of other words that have contractions highlighted in the spelling words of the week.
2. Have students continue writing the sentences for each spelling word in their notebooks.