

# 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 children need to know how to spell for successful completion of writing assignments and the study of individual subjects. Whatever approach is taken, most programs agree that words must be studied within the context of the language — within word families — and that words must be used in a written context.

## Horizons Spelling Program Features

The Horizons Spelling Program presents words 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 two additional “Working Words” — words chosen by the teacher or parent that apply to the child’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 child’s daily writing.

The program consists of 160 lessons that can be covered in a 32-week period, an average of 5 lessons per week. This should accommodate classroom schedules for the school year. Home schooling schedules, which are more flexible, may spend more or less time, depending on the child’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 children 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. Children enter their words in the dictionary each week, writing them under the appropriate letter of the alphabet.

## Weekly Schedule

- Day 1: Assess child’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 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.

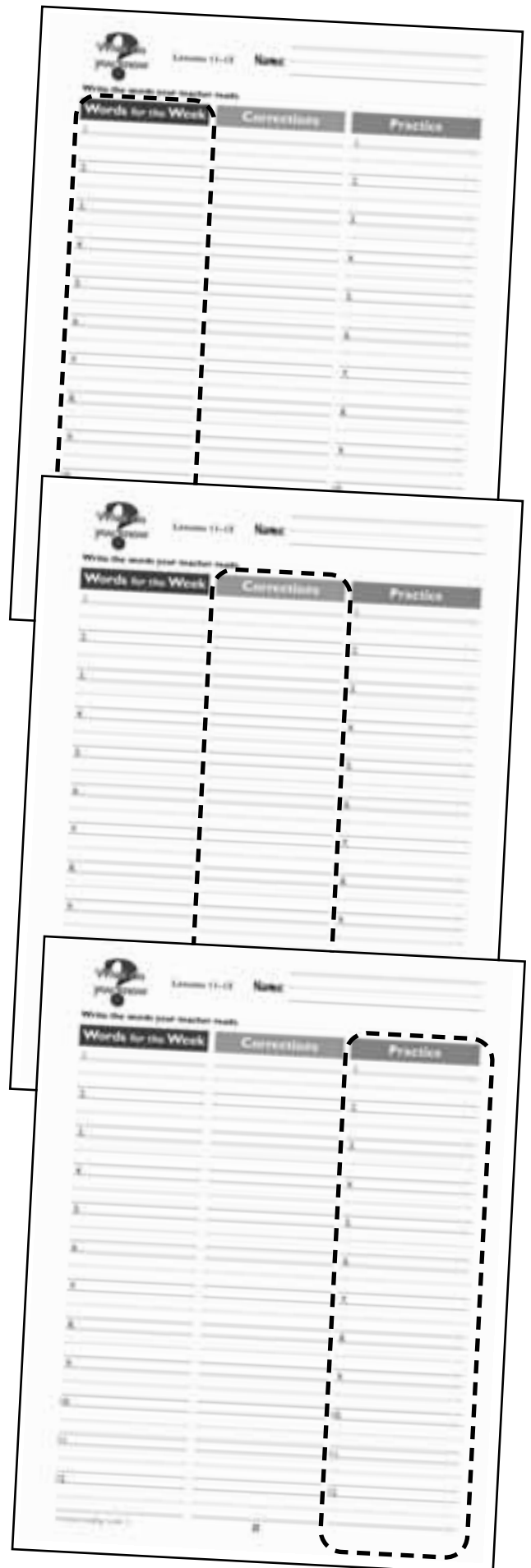
1. The child writes each word as he/she thinks it is spelled on the lines in the first column.
2. When all words have been given, the teacher may choose to write the words on the board, spelling each as it is written.
3. Invite the children to compare their words with the one written on the board. For small classes or home schooling families, this word study can be done on an individual basis.
4. Answer any questions they may have, and point out any features of the word that will help them to see it in relation to other words in the list, or other words they know (rhyming patterns, same initial or final consonant, etc.)
5. Have the children fold their page over one column so that they can see the list of Words for the Week on the following page (as illustrated at right).
6. Ask the children to take a crayon or colored pencil to make their words match the spelling of the words in the list.
7. When they have done this, the teacher checks each student's list and writes the corrections for misspelled words in the **Corrections** column.



This process is extremely important. It gives the teacher an insight into the child's understanding of words and sounds. It gives the teacher an early indication of problems, such as reversals of letters. It gives the teacher an opportunity to work with the child, complimenting all efforts and correctly spelled words (or even parts of words), encouraging the child, and helping the child approach the spelling of unknown words.

8. The child then practices writing the corrected words in the **Practice** column.
9. On the second side of the page, the child has a word box containing the Words for the Week. Go over the words one by one.
10. Help the child to write two sentences using some of the Words for the Week. This may be done initially as a class project in which one sentence is written on the board for the entire class to copy, but it should move to the point where each child can write his/her own sentences.
11. Practice space is given for all the words AND for the Working Words chosen for the week.

This second page (shown below) may be used as extra in-class work, or sent home as a study guide.



## "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 **Corrections** column to write any corrections for words misspelled.
6. In the **Practice** column, the child copies the correct spelling of any words missed.
7. The second side of the page can be used for retesting, for testing additional sight or "Working Words" added for the week, and for additional practice.

## Reproducible Teaching Aids

Spelling/phonics rules that apply to the lessons are included in the teacher's guide 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.

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.

## 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 simplified 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 location 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.

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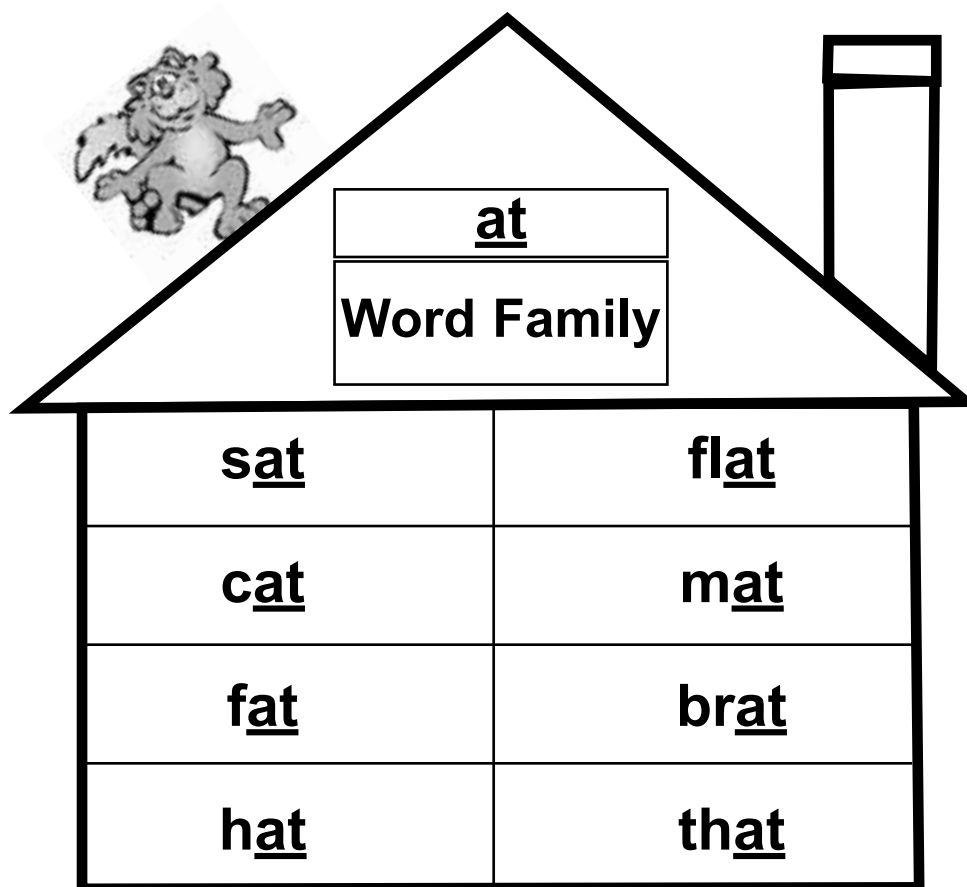
## Word Family Charts and Notebooks

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

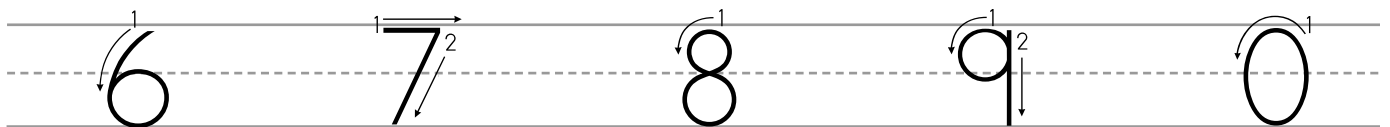
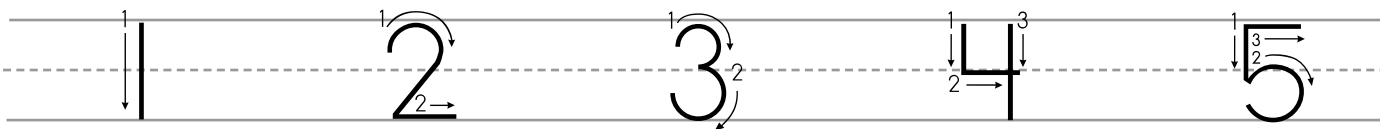
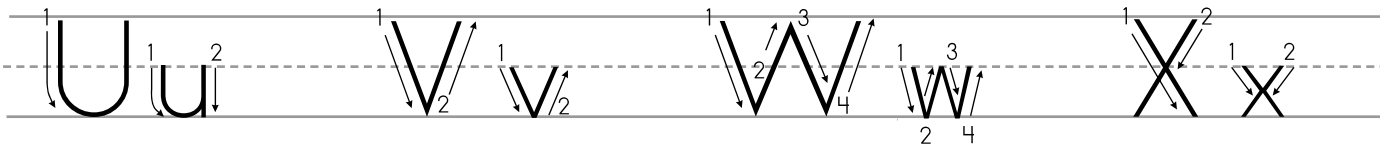
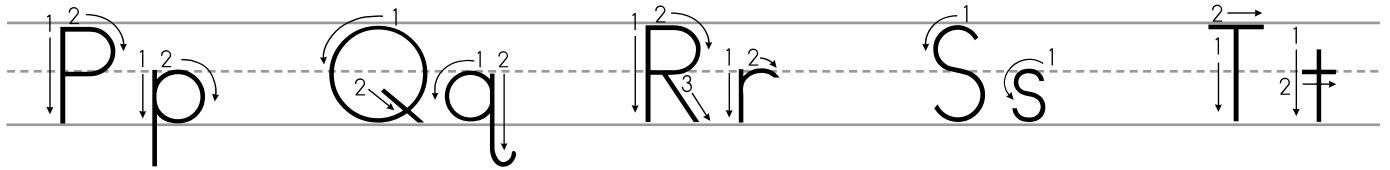
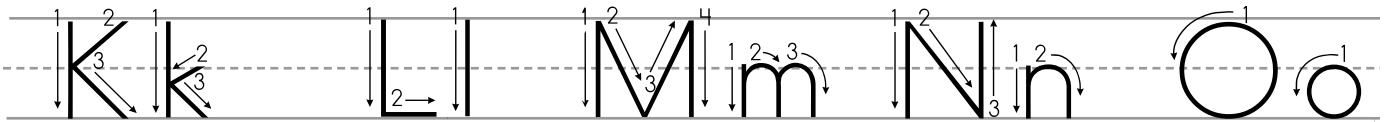
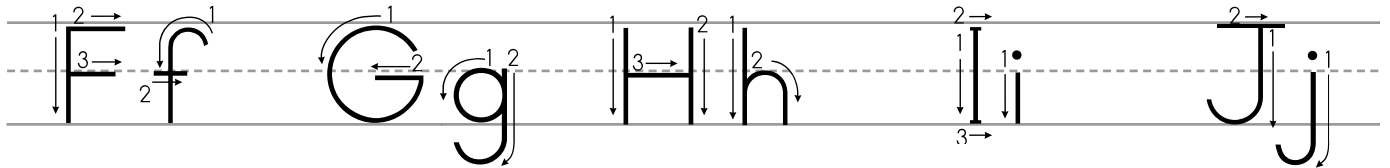
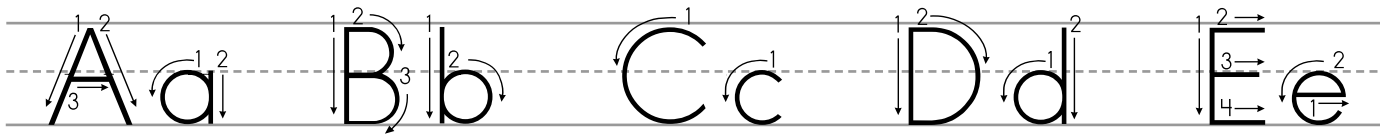
<b>short <i>a</i></b>			
<b>Word Family</b>			
<b>at</b>	<b>man</b>	<b>cap</b>	<b>back</b>
<b>cat</b>	<b>pan</b>	<b>nap</b>	<b>pack</b>
<b>mat</b>			<b>sack</b>
<b>rat</b>			
<b>sat</b>			

## 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.

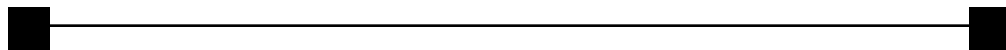
# Correct Formation of Manuscript Letters and Numbers







# Scope & Sequence





## Week 1

### Lessons 1-5:

Goal: To recognize and spell short *ä* and short *ě* words.

## Week 2

### Lessons 6-10:

Goal: To recognize and spell short *ĩ* and short *õ* words.

## Week 3

### Lessons 11-15:

Goal: To recognize and spell short *ũ* words and words with hard and soft *c* and *g*.

## Week 4

### Lessons 16-20:

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

## Week 5

### Lessons 21-25:

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

## Week 6

### Lessons 26-30:

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

## Week 7

### Lessons 31-35:

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

## Week 8

### Lessons 36-40:

Goal: Review words and patterns from Lessons 1-35.

## Week 9

### Lessons 41-45:

Goal: To recognize and spell words with the long *ū* sound, and with the /ks/ sound of *x*.

## Week 10

### Lessons 46-50:

Goals: To recognize, spell, and understand contractions; to spell words ending in double letters.

## Week 11

### Lessons 51-55:

Goal: To recognize and spell plural words ending in *-s* and *-es*.

## Week 12

### Lessons 56-60:

Goal: To recognize and spell words used in comparisons ending with the suffixes *-er* and *-est*.

## Week 13

### Lessons 61-65:

Goal: To recognize and learn to spell words with the suffixes **-ful**, **-ing**, and **-ness**.

## Week 14

### Lessons 66-70:

Goals: To recognize and spell words with silent letters: **igh**, **mb**, **ck**, **kn**, **gn**, **gn**, **wr**, and **wh**; to spell two common abbreviated words.

## Week 15

### Lessons 71-75:

Goal: To recognize and spell words with the long and short **oo** sound and the three sounds of **ea**.

## Week 16

### Lessons 76-80:

Goal: To review words from Lessons 41-75.

## Week 17

### Lessons 81-85:

Goal: To recognize and spell words with **ou**, **ow**, **au**, and **aw**.

## Week 18

### Lessons 86-90:

Goal: To recognize and spell words with **oi**, **oy**, and compound words.

## Week 19

### Lessons 91-95:

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

## Week 20

### Lessons 96-100:

Goal: To recognize and spell words with beginning **s** blends: **st**, **sl**, **sm**, **sn**, **sk**, and **sp**.

## Week 21

### Lessons 101-105:

Goal: To recognize and spell words beginning with **sh**, and **th**.

## Week 22

### Lessons 106-110:

Goal: To recognize and spell words with the **ch** and **ck** sounds.

## Week 23

### Lessons 111-115:

Goal: To recognize and spell words beginning with **wh** and words ending in **tch**.

## Week 24

### Lessons 116-120:

Goal: To review spelling words from Lessons 81-115.

## **Week 25**

### **Lessons 121-125:**

**Goal:** To recognize and spell words that are synonyms.

## **Week 26**

### **Lessons 126-130:**

**Goal:** To recognize and spell words that are antonyms.

## **Week 27**

### **Lessons 131-135:**

**Goal:** To recognize and spell words that are homophones.

## **Week 28**

### **Lessons 136-140:**

**Goal:** To recognize and spell ar and or words.

## **Week 29**

### **Lessons 141-145:**

**Goal:** To recognize and spell ir, er, and ur words.

## **Week 30**

### **Lessons 146-150:**

**Goal:** To recognize and spell words with these sounds: qu, ph, gh, igh, and ould.

## **Week 31**

### **Lessons 151-155:**

**Goal:** To recognize and spell words with the al sound and words ending in -ed and -ing.

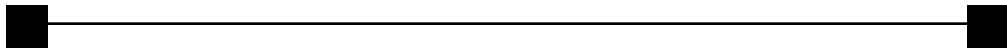
## **Week 32**

### **Lessons 156-160:**

**Goal:** To review spelling words from Lessons 117-155.



# Teacher Lessons







# Week 1

## Lessons 1-5: Assess Child's Knowledge

**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.)

1. **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.**
2. Review the short vowel sign ( *˘* ) with the children.
3. Review rules:  
**Vowels:** a, e, i, o u, and sometimes y.  
**Consonants:** all the other letters of the alphabet and, usually, y.
4. Point out the word "I" and tell the students that it always is spelled with a capital letter.

## 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.

Horizons Spelling  
Lessons 1-5  
Name: \_\_\_\_\_

Write the words your teacher reads.

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

Horizons Spelling Grade 1

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.

Horizons Spelling Grade 1

# Lesson 1 - Introduce Words

## Activities:

1. Give the students Lesson 1 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*.
7. Remember that all pages should be removed from the Student Workbook to promote good penmanship.

## Extended Activities for the Week:

1. Reproducible *Week 1 Worksheet* for in-class or take-home use.
2. Begin building recognition by working with word families. The words *am* and *and* in this lesson represent word families that will be developed in future lessons.



Other word families in this lesson and on the worksheet are -at, -an, -ed, -en, -ell, and -et.

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.

3. 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.
4. Have the children begin a word family notebook. The word families can be written in either a spiral notebook or on loose-leaf paper that is placed into a 3-ring binder. There should be a separate page for each family.

# 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. Read the directions for the first activity. Practice the short **a** sound with the children.
2. Read the spelling words aloud. Ask the children to raise their hands when they hear words with the short **a** sound.
3. Ask the children to point to the spelling words which will be written on the lines for this activity.  
Have the children write the words.
4. Read the direction for Activity 2. Ask the children to find the words and write them on the lines. Remind them that the word "I" is always spelled with a capital letter.
5. Read the direction for the third exercise. Practice the short **e** sound.
6. Read the spelling words aloud. Ask the children to raise their hands when they hear words with the short **e** sound.
7. Ask the children to find the words that have a short **e** sound and write them on the lines.
8. Review the two words chosen for the Working Words. Write each word in a sentence. The sentences may be composed by the class or chosen by the teacher. Write the sentence on the board so that the children can copy them.

Spelling Worksheet Lesson 2 Name: \_\_\_\_\_


an	and	bed	well	ten	I
am	cat	pen	yes	get	a

1 Write the words that begin with a short **a**.

an      am      and

2 Write the words with only one letter.

I      a



3 Write the short **e** words.

bed      pen      well

yes      ten      get

4 Use your working words in a sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Extended Activities:

1. Continue work on word family charts or notebooks.
2. Continue work on Week 1 Worksheet.

# Lesson 3 - Look at Context and Meaning of Words

## Teaching Tips:

1. Review rules, Working Words, and spelling words as needed.
2. As an introduction to this page, help the children find their spelling words in their *Spelling Dictionary*.

## Activities:

1. Give the students Lesson 3. Ask the children to look at the first line of the activity. Have them read the two words at the beginning of the line. Look at the sentence following the words. Read the sentence aloud, omitting the correct answer. Ask the children which of the two words at the beginning of the line finishes the sentence correctly. Read both options if needed. Instruct the children first to circle the correct word, then copy it in the space provided. Have the children read the completed sentence together.
2. Repeat this procedure for the remaining sentences. If any children are advanced enough, allow them to continue on their own. Check their work.

## Bible Connection:

1. Discuss the picture with the children. What do they see? Who might the man be?
2. Read the story from Luke. Discuss the story with the children.
  - a. What did Jesus do?
  - b. How many men did he cure?

Lesson 3 Name: \_\_\_\_\_

1. Circle the word. Write it in the space.

1.  am      and     I \_\_\_\_\_ am \_\_\_\_\_ happy. 

2.  get      pen     Do you write with a \_\_\_\_\_ pen \_\_\_\_\_ ?

3.  had      well     Jesus met a woman \_\_\_\_\_ getting water from a \_\_\_\_\_ well \_\_\_\_\_.

4.  am      yet     Jesus healed \_\_\_\_\_ ten \_\_\_\_\_ lepers.

5.  on      and     You \_\_\_\_\_ and \_\_\_\_\_ I will go to the park.

Read Luke 17:11-19: Jesus cures ten lepers. Only one thanks Him.



- c. What did they do after he cured them?
  - d. How many were grateful for what he did?
  - e. What did Jesus say to the man who returned?
3. Ask the children to point out any short *ă* or short *ĕ* words they heard in the story.
  4. Have the children color the story and add any details they would like.

## Extended Activity:

Review and continue work on word family charts or notebooks.

# Lesson 4 - Apply Understanding of Words in Writing

## Teaching Tips:


1. Review all words, rules, and Working Words for the week.
2. Review word family charts.

## Activities:

1. Give the students Lesson 4. Ask them what they see in the picture. What is on the bed?
2. Read the directions above the box. Discuss what they might write about: color of bed, the cat on the bed, the color of the cat, the pen on the bed, and so on. Ask how the cat and the pen might have gotten on the bed.
3. Look at the box. If children are unfamiliar with a letter format, demonstrate on the board the parts of a letter. Write a sample letter on the board that does NOT relate to the assigned picture.
4. Ask the children to write their letter about the picture. Help as needed. Refer to word box and word family charts for help with spelling. Refer to *Spelling Dictionary* for other words.

Lesson 4 Name: \_\_\_\_\_

an	and	pen	ten	ton
am	at	well	get	red
a	bed	yes	l	



Tell a friend about the cat in the picture. Use as many of your spelling words and your working words as you can.

Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Extended Activities:

1. Make two sets of word cards for each spelling and Working Word.
2. Allow children to work in pairs. One child draws a word, then ask the other child to spell the word.
3. Word cards may also be placed face down and children can pick to find pairs of words.

# Lesson 5 - Assess and Evaluate Progress

## Activities:

1. Give the students Lesson 5. Tell the children 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 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. Or the teacher may choose to test all Words for the Week.]
2. Tell the children that you will say a word. They will listen to the word and to the sentence you will give them. Then, they will write the word on the line next to the numbers. [Lines are given for the weekly words, but make sure to also check the Working Words for the week.]
3. Say the word. Repeat it in the context of a sentence. Repeat the word.
4. The children write the word dictated in the **Spelling Test** column.
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 children compare or “self-correct” their work. Or the teacher may correct each child’s work individually.
7. The teacher then uses the **Corrections** column to write any corrections for words misspelled.
8. In the **Practice** column, the child copies the correct spelling of any words missed.

9. The second side of the page can be used for retesting, for testing additional sight or “Working Words” added for the week, and for additional practice.

## Extended Activity:

Review any words missed.

# Week 2

## Lessons 6-10: Assess Child's Knowledge

**Goal:** To recognize and spell short *i* and short *o* 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: *it, pin, bin, on, hot.*

### 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.

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*.

Words for the Week	Corrections	Practice
will		
did		
his		
it		
in		
hop		
on		
not		
God		
mom		
have		
come		

**Words for the Week**

will	his	in	on	God	have
did	it	hop	not	mom	come

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 6 - Introduce Words

## Activities:

1. Give the students Lesson 6. Look at the words in the word box. Read all words, including the Working Words.
2. Ask the children to look at the shape boxes. Tell the children that each word has a shape. Have them trace the two words: **will** and **did**.
3. Ask the children to look at the box below the word **did**. Have them study the shape, look at the word box, and decide which spelling word will fit into that shape. Have them write the word in the shape boxes.
4. Repeat for each of the remaining shape boxes.
5. In the space provided, have the children write their Working Words, including **have** and **come**. Write the words on the board and show the children how to draw the shape boxes around each letter.
6. Remember that all pages should be removed from the Student Workbook to promote good penmanship

## Extended Activities for the Week:

1. Reproducible *Week 2 Worksheet* for in-class or take-home use.
2. Begin building recognition by working with word families. The words *it*, *in*, and *on* in this lesson represent word families that will be developed in future lessons. Other word families in this lesson and on the worksheet are -ill, -id, -is, -op, -ot, -od, and -om.

Lesson 6 Name: \_\_\_\_\_  
Short T and S Words

1. What shape is the word?

will      hop

did      in

his      not

it      God

on      mom

2. Draw the shapes of your working words.

Spelling Words

will

did

his

it

in

hop

on

not

God

mom

Working Words

have

come

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.

3. 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.
4. Have the children continue or begin a word family notebook. The word families can be written in either a spiral notebook or on loose-leaf paper that is placed into a 3-ring binder. There should be a separate page for each family.



# Lesson 7 - Examine and Explore Words

## Teaching Tip:

**Review:** Short vowel rule, Working Words, and words in word box.

(See the **Reproducible Phonics Rules Flashcards** at the end of this Teacher's Guide.)

## Activities:

1. Give the students Lesson 7. Read the spelling words aloud. Ask the children to raise their hands when they hear words with the short *i* sound.
2. Read the spelling words aloud. Ask the children to raise their hands when they hear words with the short *o* sound.
3. Ask the students to take their pencils and draw a circle around all of the short *o* words in the green box. Check. Make sure that any student who has circled **come** understands the difference between the **o** sound in **come** and the short *o* sound.
4. Using the word family charts, practice words that rhyme. Then ask the children to listen to the first word, **lid**. What spelling word rhymes with **lid**? Have the children write the spelling word on the line.
5. Repeat for the remaining words in Activity 2.
6. Write the Working Words on the board. Ask the children to think of words that rhyme with them. Have the children write a rhyming word for each one on the line.

The worksheet is titled "Spelling Words Lesson 7" and includes a name line. It contains three main sections:

- Section 1:** "Circle the short *i* words." A green box contains the words: will, his, in, on, God, have, did, it, hop, not, mom, come.
- Section 2:** "Write the spelling word that rhymes." It features two word family charts. The first chart has "lid" on the left and "mom" on the right, with a picture of a lid. The second chart has "rod" on the left and "will" on the right, with a picture of a rod. Below these are more words: "bit" (rhymes with "it"), "mop" (rhymes with "hop"), "it" (rhymes with "his"), "Dan" (rhymes with "on"), "his" (rhymes with "not"), and "win" (rhymes with "in"). There are also illustrations of a person with a mop and a person with a wheelbarrow.
- Section 3:** "Write the working words." This section has several blank lines for writing.

## Extended Activity:

Continue work on word family sheets and charts. Children may want to begin a word family book at home. Taking one sheet for each family, write the family on the top of the sheet, add words or pictures which belong in the specific family. These sheets can be kept in a binder.


# Lesson 8 - Look at Context and Meaning of Words

## Teaching Tips:

1. Review words, Working Words and rule. (See the **Reproducible Phonics Rules Flashcards** at the end of this Teacher's Guide.)
2. Have the children find each spelling word in their *Spelling Dictionary*.


## Activities:


1. Give the students Lesson 8. Ask the students to read the spelling words in the word box. Read the first sentence aloud, omitting the correct word. Ask the children which spelling word from the word box would complete the sentence. Have the children write the word in the sentence. Read the sentence together.
2. Repeat this process for the remaining sentences, allowing those children who are able to work independently.
3. Write the Bible verse on the board or make a banner for it. Read the verse aloud. Ask the children to read it with you. Talk about God's love and all the ways in which He shows His love. Have the children contribute ways in which they see God's love for them.
4. Ask the children to write the verse on the lines provided. Help them to judge the spacing they will need.


 Lesson 8 Name: \_\_\_\_\_


1. Use the words in sentences.


will    it    did    in    his    have


1. John lost \_\_\_\_\_ his \_\_\_\_\_ ball. 

2. I \_\_\_\_\_ have \_\_\_\_\_ a new coat. 

3. We \_\_\_\_\_ will \_\_\_\_\_ go to church. 

4. Jill was \_\_\_\_\_ in \_\_\_\_\_ the car. 

5. I saw a rainbow. Did you see \_\_\_\_\_ it \_\_\_\_\_ ? 

6. Yes, I \_\_\_\_\_ did \_\_\_\_\_ . 

2. Write the Bible verse: God is love. Whoever lives in love lives in God, and God is love. (1 John 4:16)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Extended Activity:

Have the children make a collage, either at school or at home, showing all the things God has provided in His love for us.

# Lesson 9 - Apply Understanding of Words in Writing

## Teaching Tip:

Review words, Working Words, and letter format.

## Activities:

1. Give the students Lesson 9. Discuss the picture. Have the children talk about their mothers. Why are they thankful for their mothers?
2. Tell them that they will be writing another letter, this time to God. They will tell God about their mothers.
3. Have word family charts and *Spelling Dictionary* available. Help as needed.
4. When they have finished, they may read their letters.

## Extended Activity:

Copy the letter on good paper, decorate it, and give it to Mom.

Lesson 9 Name: \_\_\_\_\_

will	on
did	not
his	God
it	mom
in	have
hop	come



1 Write a letter to God about your mom.

Dear God,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Love,

\_\_\_\_\_

\_\_\_\_\_

# Lesson 10 - Assess and Evaluate Progress

## Activities:

1. Give the students Lesson 10. Tell the children 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 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. Or the teacher may choose to test all Words for the Week.]
2. Tell the children that you will say a word. They will listen to the word and to the sentence you will give them. Then, they will write the word on the line next to the numbers. [Lines are given for the weekly words, but make sure to also check the Working Words for the week.]
3. Say the word. Repeat it in the context of a sentence. Repeat the word.
4. The children write the word dictated in the **Test** column.
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 children compare or “self-correct” their work. Or the teacher may correct each child’s work individually.
7. The teacher then uses the **Correction** column to write any corrections for words misspelled.
8. In the **Practice** column, the child copies the correct spelling of any words missed.

Lesson 10 Name: \_\_\_\_\_

Spelling Test	Corrections	Practice
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		
7. _____		
8. _____		
9. _____		
10. _____		
11. _____		
12. _____		

9. The second side of the page can be used for retesting, for testing additional sight or “Working Words” added for the week, and for additional practice.

## Extended Activity:

Review any words missed.