

Horizons

Spelling and Vocabulary

1

Teacher's Guide

Author:

Mary Ellen Quint, Ph.D.

Editor:

Alan Christopherson, M.S.

Graphic Design:

Lauren Durain, A.S.T., Jennifer L. Davis, B.S.

Illustration:

Alpha Omega Creative Services

Alpha Omega Publications, Inc. • Rock Rapids, IA

Permission to print copies of this PDF is given only to those who have purchased the materials and are awaiting the arrival of a shipment.
The printed copies and this PDF may not be sold or redistributed.

Scripture taken from the HOLY BIBLE, NEW INTERNATIONAL VERSION,
Copyright © 1973, 1978, 1984 by International Bible Society.
Used by permission of Zondervan Publishing House.

©MMI by Alpha Omega Publications, Inc.

804 N. 2nd Ave. E., Rock Rapids, IA 51246-1759

All rights reserved.

No part of this publication may be reproduced, stored in an electronic retrieval system, or transmitted in any form by any means—electronic, mechanical, photocopy, recording or otherwise—without the prior written permission of Alpha Omega Publications, Inc. Brief quotations may be used in literary review.

Printed in the United States of America

ISBN 978-0-7403-0214-5

Permission to print copies of this PDF is given only to those who have purchased the materials and are awaiting the arrival of a shipment.
The printed copies and this PDF may not be sold or redistributed.

Lesson 21 - Introduce Words

Activities:

1. Give the students Lesson 21. Explain to the children that the sound for long \bar{e} can be spelled in different ways. Tell them that in this lesson, they will learn three ways to spell the long \bar{e} sound. Look at the word list. Read the words with the children. Ask for their observations on the differences in spelling the words. See how many observe that some words have an ee pattern; others have an ea pattern; and still others have an e pattern.
2. Ask the children to find and read the four spelling words that have the ee spelling for the long \bar{e} sound. Ask them to write these words on the lines below the direction in Activity 1 (any order).
3. Ask the children to find the three words that spell the long \bar{e} sound using the ea pattern. Which word also goes with the picture? Ask the children to write the three words on the lines provided in Activity 2 (any order).
4. Ask the children to find the three words that use the e pattern to spell the long \bar{e} sound. Have them select two of those words to write on the lines provided in Activity 3 (any order).
5. Look at the picture in Activity 4. What does it show? Read the direction with the children. Have them read and write the spelling words for this activity on the lines provided.
6. Ask the children to write the remaining Working Words for the week on the lines provided in Activity 5.

Extended Activities for the Week:

1. Reproducible *Week 5 Worksheet* for in-class or take-home use. Begin building recognition by working with word families. Make a long \bar{e} family page which is divided into different ways to spell the long \bar{e} sound. 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. Begin a sheet for words that tell of family relationships: mother, father, sister, brother, aunt, uncle, grandfather, grandmother, etc.
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.
3. Write sentences with the Working Words chosen for the week. Add Working Words to family charts already made, or begin new ones to fit the patterns of the Working Words.

Lesson 22 - Examine and Explore Words

Teaching Tip:

Review spelling words, Working Words, and rules for the week. (See the **Reproducible Phonics Rules Flashcards** at the end of this Teacher's Guide.)

Activities:

1. Give the students Lesson 22. Have the children read the words in the word box. Look at the pictures. Review the pictures. Ask the children to find the spelling word that describes the first picture (**he**). Have them write the word below the picture. Continue this process for the remaining pictures. If a child is able to work independently, allow it.
2. Read the Bible verse. Ask the children to read it with you. Talk about ways in which they honor their parents. Have them copy the verse and illustrate at least one way in which they show honor to their parents.

Spelling Words Lesson 22 Name: _____

Write the word for the picture.

be	he	eat	meal	feet	mother
see	me	read	tree	three	father

he read mother

tree father feet

see three meal

 Bible Verse: Honor your father and mother, so that you may be long in the land the Lord your God is giving you. Exodus 20:12

46

Extended Activities:

1. Have the children add the words from the Bible verse to the appropriate word family pages.
2. Continue work on word families for this week.

Lesson 23 - 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. Give the students Lesson 23. Ask the children to read all of the spelling words in the word box.
2. What do these words have in common? (They rhyme.)
3. Tell the children that they will use these rhyming words to complete the four sentences in the first activity. Read the first sentence and ask the children which word from the box would best complete the sentence. Have the children write the word (**he**) in the space provided. Repeat the process for the remaining sentences. Note question marks, apostrophes, and the capitalization of names and the first word in a sentence.
4. Read the direction for Activity 2. Tell the children that they will have to decide which of the two words given in front of each sentence best completes the sentence. Read the two words in front of the first sentence. Read the sentence. Ask the children which word completes the sentence correctly. Have the children circle the correct word and then copy it on the line provided. Continue this process for the remaining sentences.

 Lesson 23 Name: _____

1. Use the six rhyming words to complete.

three be see he me tree

1. Will he go with us to the store? 

2. Jim will be here at three o'clock.

3. Did you see Bob climb the tree?

4. Watch me run.  

2. Circle the word. Write it in the sentence.

1. meat meet We had ham for our evening meal.

2. read read How many books did you read?

3. mother mother Mary's mother baked cookies.

4. eat eat We will eat supper at six.

5. father father Jim's father will coach the team.

© Horizons Publishing, Inc. 2011

Extended Activity:

If children had difficulty with Activity 2 on this page, do more of the same on the board or as individual practice.

Lesson 24 - Apply Understanding of Words in Writing

Teaching Tips:

1. Review spelling words, Working Words, and rules.
2. Review word family pages and charts for this week.

Activities:

1. Give the students Lesson 24. Look at the picture. What is the family doing? What might be in the bowl mother is opening? What is in the bowl father is carrying? What is the boy eating? What is the baby doing?
2. Using the spelling words in the blue box, the Working Words for the week, any spelling words learned in previous lessons, and the *Spelling Dictionary*, ask the children to write a short story about the picture. Help as needed.
3. Share the stories with the class.

Lesson 24 Name: _____



be
see
he
me
eat
read
meal
tree
feet
three
mother
father

1 Write a story about the picture.

The Evening Meal

68

Lesson 25 - Assess and Evaluate Progress

Activities:

1. Give the students Lesson 25. 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.

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

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 6

Lessons 26-30: Assess Child's Knowledge

Goal: To recognize and spell words with the long \bar{i} sound.

Review: Rule: When a word or syllable has two vowels, the first vowel is usually long and the second vowel is usually silent: **kite, mile.**

Introduce: Rule: Sometimes **y** can make the long \bar{e} or \bar{i} sound. The **y** is usually at the end of the word when it makes the long \bar{e} or \bar{i} sound. (See the **Reproducible Phonics Rules Flashcards** at the end of this Teacher's Guide.)

What Do You Know?

Give the students the What do you know? page for Lessons 26-30. 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*.

Write the words your teacher reads.

Words for the Week	Corrections	Practice
like		
hide		
time		
pie		
tie		
eye		
mile		
find		
my		
mine		
was		
were		

Words for the Week

like	time	tie	mile	my	was
hide	pie	eye	find	mine	were

1 Write two sentences using your spelling words.

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

Lesson 26 - Introduce Words

Activities:

1. Give the students Lesson 26. Review word shapes with the children by putting some spelling words from a previous lesson on the board and drawing the shapes around them.
2. Look at the word shapes in Activity 1. Have the children note that the shapes in each line are the same. Tell them to look carefully at the spelling words in the box and to find two words with the same shape as they see in Activity 1. Write the words in the box. Have them look for two more words with the same shape as Number 2 in the first activity. Write the words.
3. In Activity 2, have the children study the words and the shapes, write each word in the correct shape. Instruct the children to then draw a line from the word to its shape.
4. Ask the children to print out their Working Words carefully. Help them to draw the shapes around these words.

Lesson 26 Name: _____
Long I Words

1. Write the two words with the same shape.

like hide

mine were

2. Match the word to its shape and write it.

time was my

was

pie time pie

my

find eye find

mile

eye mile tie

tie

3. Draw the shapes for your working words.

Spelling Words

like

hide

time

pie

tie

eye

mile

find

Working Words

my

mine

was

were

Extended Activities for the Week:

1. Reproducible *Week 6 Worksheet* for in-class or take-home use.
Begin building recognition by working with word families. Make a long *i* family page which is divided into different ways to spell the long *i* sound.
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.
3. Write sentences with the Working Words chosen for the week.

Lesson 27 - Examine and Explore Words

Teaching Tip:

Review rules, spelling words, and Working Words.

Activities:

1. Give the students Lesson 27. Read the words in the word box. Tell the children that the first activity has words from the box hidden in a line of letters.
2. Look at the first one. Help the children to see the hidden word (**tie**) if they have a problem. Ask them to circle the spelling word. Have them write it on the line provided. Repeat this process for the remaining four words.
3. Demonstrate for the children how they can change a word from a short vowel sound to a new word with a long vowel sound by adding a silent e. Examples: **mat/mate**, **pan/pane**, **bar/bare**, **bid/bide**, and so on. Write the word **hid** on the board. Ask the children what happens if you add a silent e to the end of this word: **hid/hide**. What new word is formed? Is this new word a spelling word? Ask them to write the word in the space provided. Repeat the process with the word **Tim**.
4. The third activity asks the children to write the two words beginning with a **w**. Use this opportunity to demonstrate to the children how these little words are used in sentences and how important they are.
5. Have the children read all the words in the word box another time. Ask them to notice which words rhyme. Note that

Lesson 27 Name: _____

1. Circle the hidden word and write it on the line.

like	time	tie	mine	my	was
hide	pie	eye	find	mine	were

1. z tie  

2. y eye  

3. r my  

4. n pie  

5. d like  

2. Change the words below to spelling words.

hid _____ hide Tim _____ time

3. Write the two words.

_____ was were _____

4. Write the four words that rhyme.

_____ pie eye _____

_____ tie my _____



words can rhyme without looking the same or having exactly the same spelling. Ask the children to write the words in the spaces provided.

6. Note for the children the different spellings of the long \bar{i} sound: __i__e, __ie, and the letter **y** used as a long \bar{i} .

Extended Activities:

1. Continue work on word families for the week.
2. If children have difficulty with rhyming words, give additional practice.
3. Taking the short vowel family charts, see how many words can be changed to new words by adding a second silent vowel. Adjust or add to charts accordingly.

Lesson 28 - 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. Give the students Lesson 28. Look at the first activity. Tell the children that they will need to choose the correct word/words to complete each sentence.
2. Read the first sentence with the children. Discuss the picture. Ask the children to point to the word that will complete the sentence. Check. Have the children circle the correct word and then copy it in the space provided. Repeat this process for the remaining four sentences. Note questions, commas, capitalization of names, and the first word in a sentence.
3. Brainstorm some sentences for this week's Working Words. Write them on the board. The children may choose to copy one of these sentences or to write one of their own.
4. Read the Bible verse to the children. Have them recite it with you. Discuss its meaning with the children and God's care for us and goodness towards us. Have the children write the verse on separate paper and write about a way in which God has helped or protected them.

Lesson 28 Name: _____

1. Look at the pictures. Finish the sentences.

John can walk a _____ mile. 

If I _____ hide, will you _____ find me? 

What _____ time is it? 

Al and Ann _____ were going to church. 

This is _____ my puppy. 

2. Use your working words in a sentence.

 Bible Verse: "O Lord, keep me as the apple of your eye; hide me in the shadow of your wings." Psalms 17:8

48

Extended Activity:

Add any words from the verse that are not yet included on word family pages.

Lesson 30 - Assess and Evaluate Progress

Activities:

1. Give the students Lesson 30. 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.

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 7

Lessons 31-35: Assess Child's Knowledge

Goal: To recognize and spell words with the long \bar{o} sound.

Review Rule: When a word or syllable has just one vowel, and the vowel comes at the end of the word or syllable, the vowel sound is usually long—**go, Tony.**

Review Rule: When a word or syllable has two vowels, the first vowel is usually long and the second vowel is usually silent—**home.**

What Do You Know?

Give the students the What do you know? page for Lessons 31-35. 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*.

Horizons Spelling Grade 1

Lessons 31-35 Name: _____

Write the words your teacher reads.

Words for the Week	Correction	Practice
go		
so		
stone		
home		
old		
toe		
boat		
goat		
zero		
hope		
do		
Jesus		

Horizons Spelling Grade 1

Words for the Week

go	stone	old	boat	zero	do
so	home	toe	goat	hope	Jesus

1 Write two sentences using your spelling words.

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

Horizons Spelling Grade 1

Lesson 31 - Introduce Words

Activities:

1. Give the students Lesson 31. Read the spelling words with the children. Note the three spellings of the long \bar{o} sound: o, o_e, oa. Write the words on the board according to the different spellings.
2. Look at the pictures in the first activity. Find the spelling word for the first picture. What vowels are missing from the word? Write the vowels in the correct spaces. Repeat the process for the remaining pictures.
3. Have the children write all of the Working Words on the lines provided. Check to see that they have circled the vowels correctly.

Lesson 31 Name: _____
Long O Word

1. Write the missing vowels.




s t o n e b o a t




z e r o h o m e




g o a t t o e

2. Write your working words. Circle the vowels.

Spelling Words

g o

s o

s t o n e

h o m e

o l d

t o e

b o a t

g o a t

z e r o

h o p e

Working Words

d o

J e s u s

Extended Activities for the Week:

1. Reproducible *Week 7 Worksheet* for in-class or take-home use.
Begin building recognition by working with word families. Make a long \bar{o} family page which is divided into different ways to spell the long \bar{o} sound.
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. Add the word Jesus to both the long \bar{e} and short \bar{u} pages if it is not already there.
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.
3. Write sentences with the Working Words chosen for the week.

Lesson 32 - Examine and Explore Words

Teaching Tip:

Review spelling words, Working Words, and rules for the week.

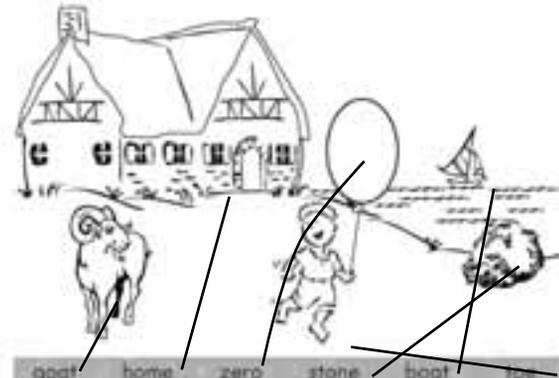
Activities:

1. Give the students Lesson 32. Look at the picture. Look at the purple word box and have the children read the spelling words. Color the pictures. Draw a line from the word in the box to the picture that goes with the word.
2. In Activity 2, the children will sort the spelling words according to the long \bar{o} spelling of each word.

NOTE: Activity 2 is not related to the illustration in Activity 1. To complete this activity, the students should use the Words for the Week from the previous lesson or the word box on Lesson 33 for a complete list of spelling words.

Spelling Words Lesson 32 Name: _____

1. Find the pictures for the word. Color the pictures. Draw a line to the word.



goat home zero stone boat tree

2. Find the long \bar{o} pattern. Write the words.

o	o	oo
home	zero	goat
stone	go or so	boat
hope		

Extended Activities:

1. Add to word family sheets.
2. Ask the children to create a story to go with the picture on the page.

Lesson 33 - 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. Give the students Lesson 33. Have the children read the spelling words in the box.
2. Tell them that they will use words from the box to complete the sentences in this activity. They will not use all of the words, but only those which complete the sentences correctly.
3. Read the first sentence, omitting the final word. Ask the children which spelling word best completes the sentence. Have the children write the word in the space provided. Repeat this process for the remaining sentences.

Lesson 33 Name: _____

1. Write the spelling word in the sentence.

goat	toe	Jesus	zero	home	old
hope	boat	go	so	do	stone

1. We went sailing in a boat 

2. How old are you? 

3. What will you do today? 

4. I hurt my toe 

5. Jesus died for us. 

6. The goat ate my lunch.

7. We hope that we can go to the party.

48

Extended Activity:

Have the children go to their *Spelling Dictionary*. Ask them to find the words that they have used in the sentences on this page. What does the dictionary tell them about these words? Read the sentences given in the dictionary for each word.

Lesson 34 - Apply Understanding of Words in Writing

Teaching Tip:

Review rules, spelling words, and Working Words.

Activities:

1. Give the student Lesson 34. Have a list of spelling words and Working Words available for the children.
2. Read the story from Luke. Talk about it with the children. What kind of a boat were they in? What would it feel like to be in such a bad storm? What did Jesus do? How can Jesus help us when we are in a "storm" or have trouble in our lives?
3. Ask the children to draw their favorite part of the story.
4. Ask them to write a letter to a friend telling them about the miracle Jesus worked.

NOTE: Have the children help you make a list of words on the board that may be needed for their letters. Review letter format.



The worksheet is titled "Lesson 34" and includes a "Name:" field. It features a small illustration of a boat and a Bible. The main instruction reads: "Bible Story: Jesus Calms the Sea - Luke 9:11-25. Draw a picture and tell a friend about Jesus and the storm at sea." Below this is a large rectangular box for drawing. Underneath the drawing box is a "Dear _____," line followed by several horizontal lines for writing the letter's body. At the bottom right, there is a "Love," line followed by a horizontal line for a signature. A small page number "11" is visible in the bottom right corner of the worksheet area.

Extended Activity:

Have the children create their own booklet in which they illustrate and write about the Bible story.

Lesson 35 - Assess and Evaluate Progress

Activities:

1. Give the student Lesson 35. 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.

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.

Lesson 36 - Introduce Words

Activities:

1. Give the students Lesson 36. Review the spelling words in the word box. Tell the children that the activities on this page will be helping them to sort out the spelling words into different groups. Read the first direction with the children. Have them look for the three short *a* words in the list. Ask them to circle the words when they find them and to write them on the lines in Activity 1.
2. Repeat this process for Activities 2–8. By having the children circle the words as they use them, it should help narrow down the large list into more readable parts.

Lesson 36 Name: _____
Date: _____

and	God	the	aid	read	were	Jesus
well	did	but	yes	three	like	home
get	have	can	are	mother	was	do
will	they	came	made	father	mine	boat

1 Write the words with the short *i* sound.

and read

have three

can Jesus

2 Write the words with the long *i* sound.

came

made

they

3 Write the words with the short *e* sound.

well

get

yes

4 Write the words with the long *e* sound.

read

three

Jesus

5 Write the words with the short *u* sound.

will

did

6 Write the words with the long *u* sound.

like

mine

7 Write the words with the short *o* sound.

God

8 Write the words with the long *o* sound.

home

boat




© Good and Beautiful

Extended Activities for the Week:

1. Use the sheets, charts, or booklets created for the word family exercises to help the children review all the words studied to date, not simply those included in the lesson. Include all Working Words given in the weeks prior to this one.
2. Have the children use the review spelling words in sentences.
3. Reproducible *Week 8 Worksheet* for in-class or take-home use.

Lesson 37 - Examine and Explore Words

Activities:

1. Give the students Lesson 37. If children have difficulty with the large number of words in the box, select the words needed for the first activity and an additional 3 or 4 words for the children to give the children a shorter list from which to choose.
2. Read the sentences with the children. Tell them that it is a conversation between Jill and her mother. Note the questions marks, commas, quotation marks, and use of capitals. (See the **Reproducible Phonics Rules Flashcards** at the end of this Teacher's Guide regarding punctuation rules.) Ask the children to choose the spelling words needed to complete the conversation. Have the children write the words in the appropriate spaces.
3. Review rhyming words as needed. Ask the children to read each word in Activity 2 carefully and to select a spelling word that rhymes with the word printed in the list. Ask the children to write the rhyming word next to the printed word on the line provided. Do together or independently as children are able.



Lesson 37 Name: _____

and	God	the	said	read	were	Jesus
well	did	but	yes	three	like	home
get	have	can	are	mother	was	do
will	they	come	made	Father	mine	boat

1 Write the words in the sentences.

Mother said, "Jill, where were you when it was time to do the chores?"

Jill said, "I was home, but I forgot to do them."

2 Find a rhyme word that rhymes. (Listen to the word. Spellings will be different.)

bell	well		tree	three
goat	boat		hay	they
seed	read		hid	did
bike	like		nut	but
bed	said		fine	mine
foam	home		car	are

Lesson 38 - Look at Context and Meaning of Words

Teaching Tips:

1. Review the use of the dictionary. Talk about the arrangement of words in alphabetical (ABC) order. Have the children look at all of the Working Words they have entered into the back portion of their dictionary.
2. Review what children already know about sentences: capital letters, periods/question marks, and so on.

Activities:

1. Give the students Lesson 38. Tell the children that on this page they will practice writing sentences using some of their review spelling words.
2. Have the children read the two words for the first sentence: **Jesus, father**. Ask them to think of a sentence in which they could use both spelling words. Write examples on the board if needed. Have the children write their sentence on the line provided. Repeat the process for the remaining three sentences.
3. Explain to the children that they have been using their *Spelling Dictionary* now for seven weeks. This next activity is to help them become better at using their dictionaries. Write the words **like, are, was, did, get, and home** on the board, then show the children how to arrange words in alphabetical order.

The worksheet is titled "Lesson 38" and includes a "Name:" field. It is divided into two main sections:

1. Use the words in a sentence.

- Sentence 1: A box contains the words "Jesus" and "father". Below it are two blank lines for writing.
- Sentence 2: A box contains the words "made" and "mother". Below it are two blank lines for writing.
- Sentence 3: A box contains the words "will", "get", and "and". Below it are two blank lines for writing.
- Sentence 4: A box contains the words "three" and "read". Below it are two blank lines for writing.

2. Put the words in ABC order.

A box contains the words "but", "and", "came", "mine", "do", and "the". Below this box are six numbered lines for writing the words in alphabetical order:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

4. Ask the children to look at the word box for Activity 2. What word would come first if they wanted to put those words into ABC order? Write that word (**and**) on the line next to Number 1. What word would come next? Write the word. Continue this process until all words have been written in the correct alphabetical order.

Extended Activity:

Provide additional opportunities to arrange word cards or lists in alphabetical order.

Lesson 39 - Apply Understanding of Words in Writing

Teaching Tip:

For this page, children may work in teams or individually. Since the directions are very broad, some preparation for this activity is needed before the children are expected to write on their own. If children are having difficulty, write a class story using the review words and have the children copy it.

Activities:

1. Give the students Lesson 39. Have the children review the words in the box and the Working Words you have chosen for this review.
2. Ask the children for ideas for stories that might be written using the review words. Put the ideas on the board. Pick one idea. Ask for sentences using review words that can be used to tell a story about the idea chosen.
3. Write a class story. Then, tell the children that they can write their own stories using a different idea. Allow them to work in pairs for this project. Ask them to circle each spelling words that they use.
4. Share stories. See how many spelling words each story used.

The worksheet is titled "Lesson 39" and includes a space for the student's name. It features a box of review words: and, well, get, will, God, did, have, they, the, but, can, come, said, yes, are, made, read, three, mother, father, were, like, was, mine, Jesus, home, do, boat. Below the box, there is a numbered instruction: "1. Write a story using as many spelling words as you can. Circle the words in the box when you use them." The page is filled with horizontal lines for writing. At the bottom right, there is a small logo and the text "© Horizons Spelling Book 1".

Lesson 40 - Assess and Evaluate Progress

Activities:

1. Give the students Lesson 40. Tell the children that this is a “Check-up” page to see what words they have remembered from previous weeks. [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.

The image shows a worksheet titled "Lesson 40" with a "Check-up" logo. It includes a "Name:" field and a section titled "Write the words your teacher reads." Below this, there are 12 rows, each with three columns: "1.", "2.", and "3.". Each row has a line for writing a word in each column. At the bottom of the page, there are two columns labeled "Correction" and "Practice" for additional work.

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.