

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.

What Do You Know? Name: _____

Write the words your teacher reads.

Words for the Week	Corrections	Practice
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		
7. _____		
8. _____		
9. _____		
10. _____		
11. _____		
12. _____		

What Do You Know? Name: _____

Write the words your teacher reads.

Words for the Week	Corrections	Spelling Words
1. _____		run
2. _____		up
3. _____		but
4. _____		sun
5. _____		just
6. _____		us
7. _____		city
8. _____		cent
9. _____		gentle
10. _____		can
11. _____		the
12. _____		they

Lesson 1 - Assess Child's Knowledge and Introduce Words

Activities:

1. Turn to page 7 and have the children look at the pictures. Ask them to give the name for each picture: cat, bed, pen, ten, well, yes. The last may be a little difficult. Point out that the girl is moving her head up and down as the arrows show.
2. Ask the children to write the spelling word for each picture on the line provided.
3. Ask the children to tell you which words on the list were not pictured.
4. Point out the words that are spelled with only one letter: I, a. Tell them that the word I is always capitalized. Tell them that the word a is a helping word called an "article." Give examples. Tell them that the word an is also an article and give examples.
5. Ask the children to add their Working Words to the word box and to write their Working Words for the week on their own paper.
6. Show the children how to write their Working Words in the appropriate section at the back of their *Spelling Dictionary*.

What do you know? LESSON 1 Name: _____
Short a and i Words

1 Write the spelling words for the pictures.



cat bed



pen ten



well yes

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

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Extended Activities for the Week

1. Reproducible worksheet for in-class or take-home use.
Begin building recognition by working with word families.
Work with the children, or instruct parents to work with the children, to identify as many words as they can think of for each family.
2. Make a class word family chart for each family listed on the worksheet. Hang where children can see it. Add words as they are learned. Highlight or check off words that are part of spelling lessons or reading lessons.