# Spelling 4 — Lesson Plan Overview

| List | Teacher’s Edition | Worktext | Content | Dictionary Skills,Writing | Bible Integration |
| --- | --- | --- | --- | --- | --- |
| 1 | 2–5 | 2–5 | short a; long a: a\_e, ai, ay, eiidentify short a and long a patternsidentify the number of syllables use the correct homophonesmatch words to meaningsuse words in contextidentify rhyming words | alphabetize to the second letterestimate the location of words in the dictionary | God created languageGod gave man the ability to communicate using language |
| 2  | 6–9 | 6–9 | short e: e, ea; long e: ea, eeidentify short e and long e patternsuse words in contextmatch words to meaningsidentify words with the same vowel soundproofreadidentify misspelled words; write the correct spelling | alphabetize to the third letterestimate the location of words in the dictionary | honoring God in all we docommunicating accurately to others |
| 3 | 10–13 | 10–13 | short i; long i: i, i\_e, igh, yidentify the number of syllablesidentify short i and long i patternsmatch words to meaningsuse words in contextcomplete analogiescategorize wordsproofreadidentify misspelled words; write the correct spelling | identify parts of a dictionary entrylocate guide wordsalphabetize to the third letter |  |
| 4 | 14–17 | 14–17 | short o; long o: o, oa, o\_e, owidentify short o and long o patternsuse the correct homophoneswrite the missing syllableuse words in contextidentify synonymsmatch words to meaningsproofreadidentify misspelled words; write the correct spelling | write a Bible verse posterwrite an application paragraph | communicating God’s Wordcommunicating accurately to others |
| 5 | 18–21 | 18–21 | /ū/: u; / /: ew, oo, ou, u, u\_e, ui; /y /: ew, u, ueoooo**oo****oo**identify / / and /y / patternsuse words in contextmatch words to meaningsidentify rhyming wordsproofreaduse proofreading marks to correct spelling, capitalization, and punctuation errors | alphabetize to the third letteridentify words that come between given guide words |  |
| 6 | 22–25 | 22–25 | suffix rules: no change to the base word, double the final consonant, drop the final e identify the base wordapply suffix rulesmatch words to meaningsuse words in contextidentify antonyms and synonymsproofreadpractice for standardized testing | identify words that come between given guide wordsdetermine whether a word is found before, between, or after given guide words |  |
| 7 | 26–29 | 26–29 | /är/: ar; /âr/: air, are; /ôr/: or, ore, ouridentify r-influenced vowel sounds and patternswrite the correct r-influenced vowel patternswrite the missing syllableidentify correct homophonesmatch words to meaningsuse words in contextproofreadidentify misspelled words; write the words correctly | identify the correct definition for an entry word as used in a context sentence  |  |
| 8 | 30–33 | 30–33 | /ûr/: ear, er, ir, our, ur; /îr/: ear, eeridentify spelling patterns for r-influenced vowel sounds and patterns write the missing vowel patternmatch words to meaningsuse words in contextuse suffix rulesproofreadidentify misspelled words; write the correct spelling | write about a career  | using writing to communicate informationcommunicating accurately to others |
| 9 | 34–37 | 34–37 | /oi/: oi, oy; /ou/: ou, owidentify vowel patterns for the /oi/ and /ou/ soundsmake new wordsmatch words to meaningsidentify words with the same vowel sounduse words in contextidentify rhyming wordsproofreadidentify misspelled words; write the correct spelling | identify the part of speech and definition for an entry word as used in a context sentence | writing about God’s Word |
| 10 | 38–41 | 38–41 | /ô/: au, aw, a followed by l, oughidentify spellings for /ô/make new wordsmatch words to meaningscategorize wordsuse words in contextidentify words with the same vowel soundproofreadpractice for standardized testing | identify the part of speech and definition for an entry word as used in a context sentence |  |
| 11 | 42–45 | 42–45 | suffix rules: double final consonant, drop final e, change y to i before a suffix beginning with eapply suffix rulesmatch words to meaningsuse words in contextidentify base wordsproofreadidentify misspelled words; write the correct spelling | identify the part of speech for an entry word as used in a context sentence identify the parts of speech and word forms for an entry word  |  |
| 12 | 46–49 | 46–49 | /k/: c, ch, ckidentify words by the /k/ sounds and patterns match words to meaningsproofreaduse spell check to find the correct spelling | write a get-well notewrite an application paragraph | communicating accurately to otherscommunicating love to others |
| 13 | 50–53 | 50–53 | soft cidentify soft c patternsmatch words to meaningswrite the vowel that follows soft cuse words in contextproofreaduse proofreading marks to correct spelling, capitalization, and punctuation errors | identify the parts of speech and word forms for an entry wordwrite an original sentence using a word form for a given part of speech | writing about God |
| 14 | 54–57 | 54–57 | soft g; unstressed syllables ending in ageidentify soft g patternsuse age in final unstressed syllables ending in /ĭj/write the missing syllableuse words in contextmatch words to meaningsproofreadpractice for standardized testing | identify a sample sentence in a dictionary entrywrite an original sample sentence for a given part of speech and definition |  |
| 15 | 58–61 | 58–61 | silent consonantsidentify silent consonantsuse words in contextmake new wordsmatch words to meaningsproofreadchoose the correct spelling | locate a sample sentence in a dictionary entryidentify the part of speech and definition for an entry word as used in a context sentencewrite an original sample sentence for a given part of speech and definition | writing about Godhonoring God in all we do |
| 16 | 62–65 | 62–65 | short u: o, ouidentify short u patternsmatch syllables to make wordswrite the missing vowel patternuse words in contextcomplete analogiesmatch words to meaningsproofreadidentify misspelled words; write the correct spelling | write a list of Christmas carolswrite an application paragraph | writing to organize information |
| 17 | 66–69 | 66–69 | long e: ey, i, ie, i\_eidentify long e patternsuse words in contextmake new wordsmatch words to meaningswrite the missing long e patternproofreadidentify misspelled words; write the correct spelling | identify the Pronunciation Key symbol for a given sound in a word | loving God’s Wordhonoring God in all we do |
| 18 | 70–73 | 70–73 | V•CV, V•CCV, and VC•V patternsidentify V•CV, V•CCV, and VC•V patternsuse words in contextuse syllable patterns to divide words into syllables match words to meaningscategorize wordsproofreadpractice for standardized testing  | match a given word to its pronunciation respelling | using writing to organize taskshonoring God in all we do |
| 19 | 74–77 | 74–77 | VCC•V, VCC•CV, and VC•CCV patternsidentify VCC•V, VCC•CV, and VC•CCV patternsuse words in contextuse syllable patterns to divide words into syllablesmatch words to meaningsidentify words that are divided correctly proofreadidentify misspelled words; write the correct spelling | use the Pronunciation Key to identify the correct pronunciation respelling | using writing to organize information |
| 20 | 78–81 | 78–81 | V•V patternsuse the V•V pattern to divide words into syllablesmatch words to meaningsuse words in contextsort words by the sound of the letter iproofreadidentify misspelled words; write the correct spelling | write an invitation to a church activitycopy a Bible verse | communicate accurately to otherstelling about salvationcommunicating God’s love |
| 21 | 82–85 | 82–85 | suffixes: ful, less, mentuse suffixesidentify base wordsuse words in contextidentify words by definitionsproofreadidentify misspelled words; write the correct spelling | alphabetize to the fourth letteridentify words that come between given guide words | communicating accurately to others |
| 22 | 86–89 | 86–89 | suffixes: ly, ness, yuse suffixesidentify base wordsuse words in contextmatch words to definitionsmatch synonyms to cluesmatch antonyms to cluesproofreadpractice for standardized testing | alphabetize to the fourth letterdetermine whether a word comes before, between, or after given guide words |  |
| 23 | 90–93 | 90–93 | suffixes: er, oruse suffixesidentify base wordsuse words in contextmatch words to definitionscomplete analogiesproofreadidentify misspelled words; write the correct spelling | divide words into syllablesuse a dictionary entry to determine the correct syllable division  | communicating accurately to otherswriting about salvationcommunicating God’s love |
| 24 | 94–97 | 94–97 | prefixes: dis, pre, unuse prefixesidentify base wordsuse words in contextmatch words to meaningsproofreaduse proofreading marks to correct a letter | write about sharing the gospel |  |
| 25 | 98–101 | 98–101 | prefix: mis; plurals: words ending with f or fe, words with ouse a prefixidentify the base wordmake words pluraluse words in contextcomplete a limerickmake new words by subtracting suffixes and adding prefixesuse words to complete categoriesproofreadidentify misspelled words; write the correct spelling | divide words into syllables |  |
| 26 | 102–5 | 102–5 | y as a vowelidentify /ī/and /ē/ sounds for yidentify the correct homophonematch syllables to form wordsuse words in contextidentify words by cluesmatch words to meaningsproofreadpractice for standardized testing | alphabetize to the fourth letteridentify words that come between given guide words determine whether a word is found before, between, or after given guide words  |  |
| 27 | 106–9 | 106–9 | unstressed vowel patterns: ar, er, oradd correct spelling pattern use words in contextidentify words by categoriesmatch words to meaningsproofreadchoose the correct spelling | locate information in a dictionary entrywrite an original sample sentence for a given part of speech and definition |  |
| 28 | 110–13 | 110–13 | unstressed vowel patterns: al, el, leadd the correct spelling pattern use words in contextmatch words to meaningsproofreadchoose the correct spelling | create lists of events for a field day  | communicating accurately to othersusing writing to organize information |
| 29 | 114–17 | 114–17 | prefix and suffix reviewadd prefixes and suffixes to base wordsidentify base wordsuse words in contextmatch words to meaningsproofreadidentify misspelled words; write the correct spellingchoose the correct spelling  | divide words into syllablesaccent the stressed syllableuse a dictionary entry to check syllable division and accents |  |
| 30 | 118–21 | 118–21 | unstressed vowel patterns ain, en, in, and on; unstressed syllables gain and tain add the correct spelling patternuse words in contextmatch words to meaningsidentify words by analogiesidentify words by categoriesproofreadpractice for standardized testing | divide words into syllablesaccent the stressed syllableuse a dictionary entry to check syllable division and accent marks |  |
| 31 | 122–25 | 122–25 | unstressed syllables sion and tionuse words in contextmatch words to meaningsproofreadidentify misspelled words; write the correct spelling | divide words into syllablesaccent the stressed syllableuse a dictionary entry to check syllable division and accent marks for entry words |  |
| 32 | 126–29 | 126–29 | suffix er; unstressed vowel pattern ure in words ending in sure and tureidentify the suffix eridentify er words that name a personmatch words to meaningsuse words in contextidentify rhyming wordsproofreaduse proofreading marks to correct a letter | write a journal entry about a Bible passage | writing about Godwriting about God’s Word |