# Spelling 4 — Lesson Plan Overview

| List | Teacher’s Edition | Worktext | Content | Dictionary Skills, Writing | Bible Integration |
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| 1 | 2–5 | 2–5 | short a; long a: a\_e, ai, ay, ei  identify short a and long a patterns  identify the number of syllables  use the correct homophones  match words to meanings  use words in context  identify rhyming words | alphabetize to the second letter  estimate the location of words in the dictionary | God created language  God gave man the ability to communicate using language |
| 2 | 6–9 | 6–9 | short e: e, ea; long e: ea, ee  identify short e and long e patterns  use words in context  match words to meanings  identify words with the same vowel sound  proofread  identify misspelled words; write the correct spelling | alphabetize to the third letter  estimate the location of words in the dictionary | honoring God in all we do  communicating accurately to others |
| 3 | 10–13 | 10–13 | short i; long i: i, i\_e, igh, y  identify the number of syllables  identify short i and long i patterns  match words to meanings  use words in context  complete analogies  categorize words  proofread  identify misspelled words; write the correct spelling | identify parts of a dictionary entry  locate guide words  alphabetize to the third letter |  |
| 4 | 14–17 | 14–17 | short o; long o: o, oa, o\_e, ow  identify short o and long o patterns  use the correct homophones  write the missing syllable  use words in context  identify synonyms  match words to meanings  proofread  identify misspelled words; write the correct spelling | write a Bible verse poster  write an application paragraph | communicating God’s Word  communicating accurately to others |
| 5 | 18–21 | 18–21 | /ū/: u; / /: ew, oo, ou, u, u\_e, ui;  /y /: ew, u, ue  oo  oo  **oo**  **oo**  identify / / and /y / patterns  use words in context  match words to meanings  identify rhyming words  proofread  use proofreading marks to correct spelling, capitalization, and punctuation errors | alphabetize to the third letter  identify 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 word  apply suffix rules  match words to meanings  use words in context  identify antonyms and synonyms  proofread  practice for standardized testing | identify words that come between given guide words  determine 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, our  identify r-influenced vowel sounds and patterns  write the correct r-influenced vowel patterns  write the missing syllable  identify correct homophones  match words to meanings  use words in context  proofread  identify 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, eer  identify spelling patterns for r-influenced vowel sounds and patterns  write the missing vowel pattern  match words to meanings  use words in context  use suffix rules  proofread  identify misspelled words; write the correct spelling | write about a career | using writing to communicate information  communicating accurately to others |
| 9 | 34–37 | 34–37 | /oi/: oi, oy; /ou/: ou, ow  identify vowel patterns for the /oi/ and /ou/ sounds  make new words  match words to meanings  identify words with the same vowel sound  use words in context  identify rhyming words  proofread  identify 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, ough  identify spellings for /ô/  make new words  match words to meanings  categorize words  use words in context  identify words with the same vowel sound  proofread  practice 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 e  apply suffix rules  match words to meanings  use words in context  identify base words  proofread  identify 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, ck  identify words by the /k/ sounds and patterns  match words to meanings  proofread  use spell check to find the correct spelling | write a get-well note  write an application paragraph | communicating accurately to others  communicating love to others |
| 13 | 50–53 | 50–53 | soft c  identify soft c patterns  match words to meanings  write the vowel that follows soft c  use words in context  proofread  use proofreading marks to correct spelling, capitalization, and punctuation errors | identify the parts of speech and word forms for an entry word  write 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 age  identify soft g patterns  use age in final unstressed syllables ending in /ĭj/  write the missing syllable  use words in context  match words to meanings  proofread  practice for standardized testing | identify a sample sentence in a dictionary entry  write an original sample sentence for a given part of speech and definition |  |
| 15 | 58–61 | 58–61 | silent consonants  identify silent consonants  use words in context  make new words  match words to meanings  proofread  choose the correct spelling | locate a sample sentence in a dictionary entry  identify the part of speech and definition for an entry word as used in a context sentence  write an original sample sentence for a given part of speech and definition | writing about God  honoring God in all we do |
| 16 | 62–65 | 62–65 | short u: o, ou  identify short u patterns  match syllables to make words  write the missing vowel pattern  use words in context  complete analogies  match words to meanings  proofread  identify misspelled words; write the correct spelling | write a list of Christmas carols  write an application paragraph | writing to organize information |
| 17 | 66–69 | 66–69 | long e: ey, i, ie, i\_e  identify long e patterns  use words in context  make new words  match words to meanings  write the missing long e pattern  proofread  identify misspelled words; write the correct spelling | identify the Pronunciation Key symbol for a given sound in a word | loving God’s Word  honoring God in all we do |
| 18 | 70–73 | 70–73 | V•CV, V•CCV, and VC•V patterns  identify V•CV, V•CCV, and VC•V patterns  use words in context  use syllable patterns to divide words into syllables  match words to meanings  categorize words  proofread  practice for standardized testing | match a given word to its pronunciation respelling | using writing to organize tasks  honoring God in all we do |
| 19 | 74–77 | 74–77 | VCC•V, VCC•CV, and VC•CCV patterns  identify VCC•V, VCC•CV, and VC•CCV patterns  use words in context  use syllable patterns to divide words into syllables  match words to meanings  identify words that are divided correctly  proofread  identify 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 patterns  use the V•V pattern to divide words into syllables  match words to meanings  use words in context  sort words by the sound of the letter i  proofread  identify misspelled words; write the correct spelling | write an invitation to a church activity  copy a Bible verse | communicate accurately to others  telling about salvation  communicating God’s love |
| 21 | 82–85 | 82–85 | suffixes: ful, less, ment  use suffixes  identify base words  use words in context  identify words by definitions  proofread  identify misspelled words; write the correct spelling | alphabetize to the fourth letter  identify words that come between given guide words | communicating accurately to others |
| 22 | 86–89 | 86–89 | suffixes: ly, ness, y  use suffixes  identify base words  use words in context  match words to definitions  match synonyms to clues  match antonyms to clues  proofread  practice for standardized testing | alphabetize to the fourth letter  determine whether a word comes before, between, or after given guide words |  |
| 23 | 90–93 | 90–93 | suffixes: er, or  use suffixes  identify base words  use words in context  match words to definitions  complete analogies  proofread  identify misspelled words; write the correct spelling | divide words into syllables  use a dictionary entry to determine the correct syllable division | communicating accurately to others  writing about salvation  communicating God’s love |
| 24 | 94–97 | 94–97 | prefixes: dis, pre, un  use prefixes  identify base words  use words in context  match words to meanings  proofread  use 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 o  use a prefix  identify the base word  make words plural  use words in context  complete a limerick  make new words by subtracting suffixes and adding prefixes  use words to complete categories  proofread  identify misspelled words; write the correct spelling | divide words into syllables |  |
| 26 | 102–5 | 102–5 | y as a vowel  identify /ī/and /ē/ sounds for y  identify the correct homophone  match syllables to form words  use words in context  identify words by clues  match words to meanings  proofread  practice for standardized testing | alphabetize to the fourth letter  identify 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, or  add correct spelling pattern  use words in context  identify words by categories  match words to meanings  proofread  choose the correct spelling | locate information in a dictionary entry  write an original sample sentence for a given part of speech and definition |  |
| 28 | 110–13 | 110–13 | unstressed vowel patterns: al, el, le  add the correct spelling pattern  use words in context  match words to meanings  proofread  choose the correct spelling | create lists of events for a field day | communicating accurately to others  using writing to organize information |
| 29 | 114–17 | 114–17 | prefix and suffix review  add prefixes and suffixes to base words  identify base words  use words in context  match words to meanings  proofread  identify misspelled words; write the correct spelling  choose the correct spelling | divide words into syllables  accent the stressed syllable  use 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 pattern  use words in context  match words to meanings  identify words by analogies  identify words by categories  proofread  practice for standardized testing | divide words into syllables  accent the stressed syllable  use a dictionary entry to check syllable division and accent marks |  |
| 31 | 122–25 | 122–25 | unstressed syllables sion and tion  use words in context  match words to meanings  proofread  identify misspelled words; write the correct spelling | divide words into syllables  accent the stressed syllable  use 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 ture  identify the suffix er  identify er words that name a person  match words to meanings  use words in context  identify rhyming words  proofread  use proofreading marks to correct a letter | write a journal entry about a Bible passage | writing about God  writing about God’s Word |