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4th Grade Spelling Program – Lessons and Worksheets Curriculum Map

A Spelling Program for a full year. This program includes the teaching guide with a strategic plan for students to *ONLY practice the words they don't know*, and NO PREP! Worksheets.

Program includes:

- 36 units organized by a sequence of spelling patterns based on sound structure, function, and meaning, as well as high-frequency vocabulary.
- A 5-day teaching plan for each unit provides the skill focus, teaching tips, word list, introductory activities, skill exercises, independent practice, challenge words and review activities.
- A wealth of remediation, enrichment, tracking, and assessment tools is also included, and all components of this program are designed for flexibility so that you can meet the diverse needs of your students within a minimum of preparation.

Worksheets:

- The worksheet support and extend the lessons in the program.
- 36 carefully sequenced study units designed to increase student achievement in spelling.
- Each unit focuses on specific spelling patterns, as well as high-frequency vocabulary appropriate for this grade level. High-frequency words are marked with an asterisk.
- The independent word study exercises incorporate the multi sensory tasks identified as the most effective in current spelling research.

Section 1: Teacher Guide

- Instructional Approach
- Implementation of the Program
- Teaching Tip
- Word List
- Introducing the Skill Activities
- Applying the Skill Exercises
- Independent Practice Exercises
- Challenge Words: Syllabication Skills
- Review Activities
- Spelling Through Writing: Cue Cards, “Have a Go” Book, Spelling Journal,
- Proofreading Checklist
- Modified Programming - Remediation and Enrichment
- Assessment: Self-Corrected Testing Procedure; Scoring Student Spelling;
- Recognizing Individual Progress; Error Analysis; Writing Records
- Recording Student Development
- Expected Learning Outcomes

- Tracking and Assessment Forms
- Scope and Sequence of Skills, Test Scores
- Booklet Cover
- Spelling Award

Section 2: Thirty Six Unit Teaching Plans

Unit 1: Letter Consonant Blends

Unit 2: Letter Consonant Blends

Unit 3: Vowels with ch, tch, ge, dge

Unit 4: Hard and Soft c, g

Unit 5: Short and Long Vowel a

Unit 6: Short and Long Vowel e

Unit 7: Short and Long Vowel i

Unit 8: Short and Long Vowel o

Unit 9: Short and Long vowel u

Unit 10: ie or ei

Unit 11: Vowels + r

Unit 12: Multiple Spellings of /er/

Unit 13: Multiple Spellings of /air/ and /ear/

Unit 14: Words with ure

Unit 15: Diphthongs oi, oy

Unit 16: Diphthongs ou, ow

Unit 17: Words with au, aw, al, wa

Unit 18: Silent Consonants

Unit 19: Multiple Spellings of /f/ and /kw/

Unit 20: Suffixes ed, ing

Unit 21: Suffixes ed, ing, es with Silent e Rule

Unit 22: Comparative Suffixes er, est

Unit 23: Regular and Irregular Plurals

Unit 24: Compound Words

Unit 25: Syllable Pattern VC/CV

Unit 26: Syllable Pattern V/CV, VC/V

Unit 27: Words with le, al, el

Unit 28: Words with ain, en, in, on

Unit 29: Words with ion

Unit 30: Contractions

Unit 31: Possessives

Unit 32: Prefixes

Unit 33: Prefixes

Unit 34: Suffixes ly, ful, less, ness

Unit 35: Irregular Verbs

Unit 36: Homophones

Section 3: Introductory Activities

Section 4: Independent Practice Exercises

Section 5: Review Activities

Section 6: Take Home Spelling Lists

Section 7: Forms for Activities and Games

2.1

Consonant Blends

**Teaching Tip:**

A letter sequence of two consonants may form a **consonant blend**. In a consonant blend, you can hear each letter sound. The list words have **l**, **r** and **s** blends at the beginning or end of the word. The final consonant sound in **track** is /k/. The letters **ck** are used after a short vowel. Long vowel words like **speak** and words with consonants before the ending like **thank** use **k**. Words with more than one syllable end in **ic** more often than **ck**. **Example:** picnic, panic. When a suffix is added, **ck** is used. **Example:** panicked, picknicking.

**Word List:****Word List****Challenge Words**

*clock	*complete	*traffic	*panicked
*front	*stood	address	plastic
*against	*across	transport	plenty
*spend	*flight	blanket	attack
track	*problem	*blood	*climate
*grandfather	*standing		

***high frequency vocabulary**

**Introducing the Skill:**

- 1. Oral Language:** Present each list word orally and ask students to identify the sound/spelling they hear at the beginning, middle or end of the word, depending on the location of the blend.
- 2. Syllabication:** Have students read each word slowly, tap the syllables they hear and state the number of syllables in each word.
- 3. Student Dictated Spelling:** Students dictate each word, giving the letters they would expect to see in sequence. Use the strategy “Say It Wrong to Spell It Right” to reinforce the silent letters in **flight**.
- 4. Categories - Closed Word Sort:** Use these key words for each category heading: **crack, fresh, print, trap, block, clam, flag, plum, spill, stop**. Students are to sort the list words by examining their consonant blends and comparing these to the key word headings. Brainstorm further vocabulary with these blends and record under each category. **Open Word Sort:** Students now decide upon other possible categories to group the words, such as number words, nouns, verbs, adjectives, words with **ck**, etc. They may need to have an exceptions or miscellaneous category for words that do not correspond to any of the categories.

Example:

nouns	verbs	adjectives
clock	stood	plenty

**Applying the Skill:**

1. **Independent Word Sort:** Review the Teaching Tip for spelling words with **ck**. Students are to sort the following words under the categories **_k** and **_ck** and make a statement summarizing the spelling features of each category. One category of words will have a short vowel before the /k/ and be spelled with **ck**. The other will have a long vowel sound or have a consonant before the /k/ and be spelled with a single letter **k**. Word List: **pack, sneak, bake, park, attack, quick, cheek, ask, thank, check, trucker, weak, strike, spoke, hockey, lake, joke, lucky, trick, pocket.**

Example:

_k	_ck
sneak	pack

2. **Idioms:** Students are to explain the meaning of the expressions “in a pickle” and “spending time” in writing. They may also wish to illustrate both literal and figurative meanings.
3. **Word Hunt:** Within a timed period, students or groups of students are to search and record words with **l**, **r** and **s blends**. The object is to find as many as possible. Reference sources may include novels, newspapers, magazines, dictionaries and text books. These are shared and their spelling features discussed. **Optional:** Repeat this process for words with **k** and **ck**. Words can be recorded without being categorized, then exchanged for a partner to discover the categories and sort accordingly.

**Independent Practice Exercises:**

1. **Skeleton Words**
2. **Ask a Question**

**Challenge Words:** (See Section 1)**Review Activity:****Dictated Word Sort**

(using vocabulary in the Independent Word Sort)

1. Spelling Strategy: 2-Letter Consonant Blends

Consonant blends are two consonant letters that appear together in a word. You can hear each letter in a consonant blend. Words with **short vowels** spell the final sound **_ck**. Long vowel words spelled with two vowels spell the final /k/ sound with just **_k**.

2. Word List:

Word List		Challenge Words	
include	complete	traffic	panicked
front	stood	address	celebrate
against	across	transport	plenty
spend	flight	blanket	replied
track	problem	blood	climate
grandfather	standing		

3. Word Sort:

Sort the **list words** by their **spelling** under the same consonant blend.





















4. Syllables:

Say each **list word** slowly. Tap the syllables. Write the **list words** with a dot between the syllables. Example: prob•lem

- | | | |
|----------|----------|----------|
| a) _____ | b) _____ | c) _____ |
| d) _____ | e) _____ | f) _____ |
| g) _____ | h) _____ | i) _____ |
| j) _____ | k) _____ | l) _____ |

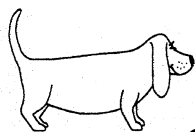
5. Nouns, Verbs and Adjectives:

Sort the **list words** under the three headings:

Nouns	Verbs	Adjectives	Miscellaneous
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

6. Short or Long?

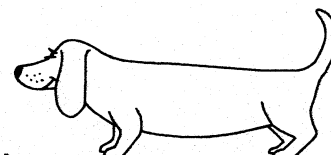
Say the **list words**. Do they have a short or long vowel sound? Write the words under the short or long dog.



Short

_____	_____
_____	_____
_____	_____
_____	_____

sneak	joke	check	milk
break	soak	think	snack
neat	week	rocket	lucky



Long

_____	_____
_____	_____
_____	_____
_____	_____

7. Thinking Skills:

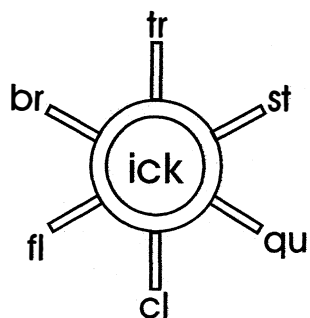


What is the same about all the words spelled with _ck? _____

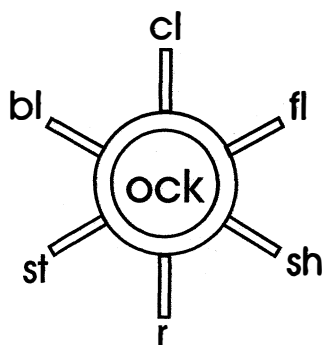
What is the same about all the words spelled with _k? _____

8. Word Wheels:

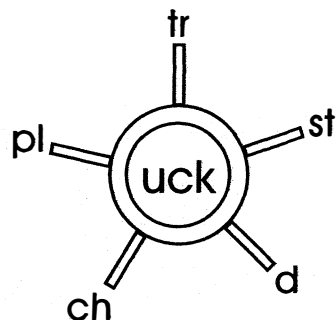
Match the letters with the spelling patterns to make new words. Write the words on the line.



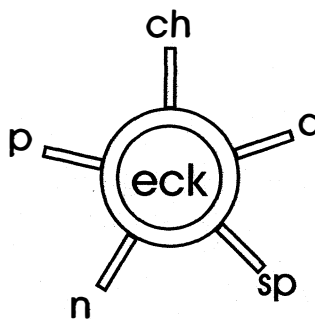
- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____



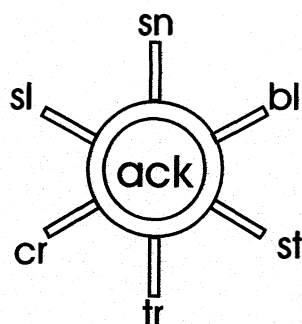
- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____



- a) _____
- b) _____
- c) _____
- d) _____
- e) _____



- a) _____
- b) _____
- c) _____
- d) _____
- e) _____



- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

9. Joking Around:

Where do sick wasps go?
To the 'waspital'.



10. Word Math:



Add or take away letters to write the spelling words.

lock + c = _____

snack - sn + tr = _____

again + st = _____

and + st + ing = _____

send + p = _____

dress + ad = _____

ank + bl + et = _____

port + trans = _____

panic + ked = _____

cross + a = _____

11. Rock Group:

List the Plus, Minus and Interesting things about being a member of a rock group.

Plus

Minus

Interesting



12. Plants:

There are many different plants we can grow. Match the words in the box to make names of flowers.

sun	cone	wall	may	dragon
cup	fruit	bell	melon	



_____ flower _____ flower _____ flower

_____ flower snap _____ blue _____

butter _____ grape _____ water _____



13. Switcheroo:

Change the underlined part of each word to make a list word. Write the whole word on the line.

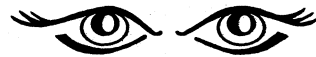
flood _____

slight _____

black _____

complain _____

14. X-Ray Eyes:



Use your x-ray eyes to fill in the missing letters.

c__mpl__t__

tr____

fr____t

pr__bl____

__cr__ss

st____d

fl____t

ag____st

15. Chunk Hunt:

Look for a chunk in each word. Circle the chunks and write them on the line. Some words have more than one chunk.



Example: spend – sp, end

padlock _____

lightning _____

grandstand _____

package _____

crackers _____

standing _____

understand _____

cricket _____

bucket _____