

Learn
BRIGHT

SPELLING CORRECTLY



GRADE 4

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Classroom Procedure:

1. Ask students: Why is it important to spell words correctly?
2. Allow for responses and discussion. Ask students: What are some strategies you use that can help you spell words correctly?
3. Allow for responses and discussion. Ask students: What resources can you use to help you learn the correct spelling of a word?
4. Allow for responses. Introduce *Spelling Correctly - Grade 4* to the class.
5. Distribute *Spelling Correctly - Grade 4* content pages. Read and review the information with the students. Discuss the bold print questions with the class. Save the final question for the lesson closing. Use the additional resources to enhance understanding.
6. Distribute the Activity pages. Read and review the instructions. Pair students. They will conduct a 2-person Spelling Bee. Earn one point for each word spelled correctly. Use additional words from other subject areas for students to spell. Either end the activity after a certain time limit or when a student reaches a set number of points earned.
7. When completed, conduct a 2-team Spelling Bee.
8. Distribute the Practice page. Check and review the students' responses.
9. Distribute the Homework page. The next day, check and review the students' responses.
10. In closing, ask students: *Do you think people should always spell correctly when they are texting or emailing their friends? Why or why not?*
11. Allow for responses and discussion. Discuss the problem with misusing abbreviations, etc., which can lead to miscommunication and other problems.

Approximate Grade Level: 4

Objectives: The students will be able to spell grade-appropriate words correctly, consulting references as needed.

State Educational Standards*
LB.ELA-LITERACY.L.4.2.D

Class Sessions (45 minutes):
1 or 2 class sessions

Teaching Materials/Worksheets:
Spelling Correctly - Grade 4 content pages (2), Activity pages (2), Practice page, Homework page

Student Supplies:
handouts

Prepare Ahead of Time:
Pair students for the activity. Distribute a container for students to use. Copy handouts.

Options for Lesson: Students may work in groups for the activity. Use list of words or vocabulary from science, social studies, music, art, or another class for students to spell during the activity. Students create a list of other strategies they use to help them spell words. Use a higher-level spelling list for students if applicable. Students write a paragraph misspelling words purposely; another student corrects the spelling.

*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



Teacher Notes

The lesson reviews strategies for spelling grade-appropriate words and includes 4th-grade-word lists and exercises to help students become better spellers. Many students, especially those who text friends and family members, often will ignore basic spelling rules. Encourage students to spell words correctly as often as possible while foregoing the use of abbreviations. The lesson may be used in conjunction with other lessons that are word-related and/or spelling lessons.

Spelling Correctly

There are many words in the dictionary. It is unlikely you know how to spell every word correctly. However, when you are writing, it is still important to learn how to correctly spell the words you use. Read the following passages:

The new publick play ground was filled with children from all over town. There were many parents their too. In the same nieghborhood, near the playground, was the town library. When the children were done playing, they would use the side walk and head to the library to read. Many of the parents enjoyed the quite time to.

The new public playground was filled with children from all over town. There were many parents there too. In the same neighborhood, near the playground, was the town library. When the children were done playing, they would use the sidewalk and head to the library to read. Many of the parents enjoyed the quiet time to.

As you can easily see, the first passage includes seven underlined spelling errors. Spelling errors may include words that have extra letters or missing letters, compound words written as two words, and the incorrect use of words such as *their* and *to*.

Spelling errors can cause confusion for the reader. You may text messages to your family or friends and use shortcuts, but sometimes they may not understand the message. If you spell all the words correctly, your message will be clearer. Spelling correctly is important. Here are a few tips to help you become a better speller, which will also help you become a better writer.

- Tip 1** Review the vowel and consonant sounds of words that you have previously learned. Listen to each sound in a new word, both the consonant sound and the vowel sound.
- Tip 2** When trying to spell an unknown word, carefully say each syllable slowly. You can try to spell a word one syllable at a time. Once the word is written, you may recognize its spelling.
- Tip 3** Think of words you already know how to spell. For example, you know how to spell the word hand, and you know how to spell the word some. You can then spell handsome.
- Tip 4** Try writing down the word using more than one spelling. Does one spelling appear to be correct? You may have previously seen the word spelled correctly. Use your memory.
- Tip 5** If you are still unsure of a word's correct spelling, use a dictionary or other reference. You can also ask Google, Alexa, or Siri how to spell a word.

Once you have spelled a new word correctly, rewrite the word several times to help you remember how to spell the word. Next, use it correctly in a sentence. Learning how to spell new words correctly is like learning how to do anything new. The more you practice the skill, the better you will become at it.

When you are texting messages to your friends, take the extra seconds to spell out all the words. Sometimes, you can also “say” the message and the phone will spell the words correctly for you. However, before sending the message, review the spelling of each word. They are usually correct. You can use this feature to learn how to spell new words too.

Here is a list of 4th grade spelling words. There are twenty words and ten of them are spelled incorrectly. **Can you find the correctly spelled words?** Use some of the tips above to help you.



<i>CROWD</i>	<i>GASALINE</i>	<i>HOSPITILE</i>	<i>LOYAL</i>	<i>MOMENT</i>
<i>MISTEAK</i>	<i>BELEIVE</i>	<i>DISAPPEAR</i>	<i>FEATHER</i>	<i>BEAUTYFUL</i>
<i>ENGINE</i>	<i>O’CLOCK</i>	<i>SOFFEN</i>	<i>SQUIRRELL</i>	<i>SUPPOSE</i>
<i>STUDYING</i>	<i>RAILROAD</i>	<i>LIBRARYS</i>	<i>INTREST</i>	<i>WHEN EVER</i>

Did you find the correctly spelled words? How do you know the words are spelled correctly?

How do you spell the incorrectly spelled words?

Spelling is a subject you may have in school but learning how to spell is a lifelong activity. Each time you learn a new word, you also learn how to spell the new word. You can then use the word in your writing and spell it correctly.

Finally, don’t forget, when you are in doubt of a word’s correct spelling, use a dictionary or another reference book to help. It is okay to ask a family member or your friend for help too.



Do you think people should always spell correctly when they are texting or emailing their friends? Why or why not?





Activity

Name _____ Date _____

Cut apart each of the words. Place them in the container. Choose a word. Say a sentence using the word. Your partner will spell the word. Take turns. Earn 1 point for each word spelled correctly.

feeling	oxygen	period	person
per	planet	probably	pupil
police	receive	public	result
level	power	twice	type
adjective	Africa	agree	business
factor	material	measure	human



favorite	metal	method	indicate
fraction	national	natural	law
squirrel	straight	statement	suddenly
central	cause	drag	correct
awhile	base	battle	column
suffix	suggest	sudden	symbol
belt	beside	dictionary	complete



Practice

Name _____ Date _____



Circle the correctly spelled word in each pair.

- | | | | | | |
|----|------------|-----------|----|------------|------------|
| 1 | numeral | numerel | 11 | determine | determan |
| 2 | adjective | adjetive | 12 | oxigen | oxygen |
| 3 | strate | straight | 13 | apear | appear |
| 4 | general | generle | 14 | northern | northarn |
| 5 | every body | everybody | 15 | dictionary | dicshinary |
| 6 | columm | column | 16 | expereince | experience |
| 7 | paragraph | peragraph | 17 | natural | naturle |
| 8 | recieve | receive | 18 | condition | condision |
| 9 | separate | seperate | 19 | solusion | solution |
| 10 | valu | value | 20 | sugest | suggest |

Circle the correctly spelled word.

21. (They're - There) studying for the history test that will be given tomorrow.
22. I would like you (too - to - two) help me with my work.
23. Jason and Zion would appreciate if you could show them (you're - your) new video game.
24. Could you please (bare - bear) with me as I get used to the work?
25. During our vacation, we were able to (see - sea) the Grand Canyon and Yosemite Park.

Write the number of syllables for each word.

- | | | | | | | | | |
|----|------------|-------|----|-------------|-------|----|-----------|-------|
| 26 | hemisphere | _____ | 31 | dictionary | _____ | 36 | paragraph | _____ |
| 27 | proverb | _____ | 32 | anyway | _____ | 37 | area | _____ |
| 28 | metaphor | _____ | 33 | remember | _____ | 38 | within | _____ |
| 29 | syllable | _____ | 34 | triangle | _____ | 39 | indicate | _____ |
| 30 | American | _____ | 35 | information | _____ | 40 | favorite | _____ |



Homework

Name _____ Date _____



Each word is misspelled. Correct the word and use it in a sentence.

1. simpel _____
2. no body _____
3. rist _____
4. goverment _____
5. compleat _____
6. discribe _____
7. develope _____
8. molacule _____
9. rhythim _____
10. exercize _____

Circle the correct ending for each set of word beginnings. All must match correctly.

11	MAIN-	CON-	OB-	-tine	-tain	-tude	-tion
12	CEN-	WIN-	CRA-	-ter	-tor	-tin	-mer
13	MOVE-	GOVERN-	CE-	-ful	-dy	-ment	-ial
14	MID-	CRA-	COD-	-tal	-rine	-cle	-dle
15	AP-	MA-	TRAM-	-ple	-rle	-ppy	-don

Read the passage & circle the misspelled words. Correctly rewrite them on the lines below.

Jasmine's father works for the rail road. She enjoys watchhing the giant steal trains. One day, she noticed a secction of the train missing. It did not seem to have an engin. However, after a few minites, she realized the train was moving in reverrse. The work her father does is often very dificult.



Circle the correctly spelled word in each pair.

1	numeral	numerel	11	determine	determan
2	adjective	adjetive	12	oxigen	oxygen
3	strate	straight	13	apear	appear
4	general	generle	14	northern	northarn
5	every body	everybody	15	dictionary	dicshinary
6	columm	column	16	expereince	experience
7	paragraph	peragraph	17	natural	naturle
8	recieve	receive	18	condition	condision
9	separate	seperate	19	solusion	solution
10	valu	value	20	sugest	suggest

Circle the correctly spelled word.

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Write the number of syllables for each word.

26	hemisphere	<u>3</u>	31	dictionary	<u>4</u>	36	paragraph	<u>3</u>
27	proverb	<u>2</u>	32	anyway	<u>3</u>	37	area	<u>3</u>
28	metaphor	<u>3</u>	33	remember	<u>3</u>	38	within	<u>2</u>
29	syllable	<u>3</u>	34	triangle	<u>3</u>	39	indicate	<u>3</u>
30	American	<u>4</u>	35	information	<u>4</u>	40	favorite	<u>3</u>



Each word is misspelled. Correct the word and use it in a sentence. (sentences will vary)

1. simpel **simple**
2. no body **nobody**
3. rist **wrist**
4. goverment **government**
5. compleat **complete**
6. discribe **describe**
7. developpe **develop**
8. molacule **molecule**
9. rhythim **rhythm**
10. exercize **exercise**

Circle the correct ending for each set of word beginnings. All must match correctly.

11	MAIN-	CON-	OB-	-tine	-tain	-tude	-tion
12	CEN-	WIN-	CRA-	-ter	-tor	-tin	-mer
13	MOVE-	GOVERN-	CE-	-ful	-dy	-ment	-ial
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Read the passage & circle the misspelled words. Correctly rewrite them on the lines below.

Jasmine's father works for the **rail road**. She enjoys **watchhing** the giant **steal** trains. One day, she noticed a **secction** of the train missing. It did not seem to have an **engin**. However, after a few **minites**, she realized the train was moving in **reverrse**. The work her father does is often very **difficult**.

railroad, watching, steel, section, engine, minutes, reverse, difficult