

STRUCTURE OF WEEKLY SPELLING LESSONS

....You will find the spelling lessons in this resource are much different than the traditional approach. They include a unique combination of whole group spelling skills and individual student spelling lists, that are manageable...I promise!

Day One (Whole Group Lesson and Choosing Spelling Words)

Step One: Teach a spelling or word study skill in a mini lesson format to the entire class (lesson details and chart examples for all 36 lessons are included in this resource)

....During the lesson, the students will help in making a list of words that follow the particular spelling pattern from the mini lesson (examples are provided in the lessons)

Step Two: Students will choose their spelling words from the list on the class chart. You can determine how many words they choose from the list each week. Have them copy their words onto a My Weekly Spelling Words' card. Be sure to check that the words are copied correctly on each students' card (there is a box on the bottom of the card for you to check they are correct).

....In addition to the words on the list, students can also choose 3-5 words they need to learn. The words could come from any misspellings they have demonstrated in written work from any subject. One way to keep track of these words to learn, is to have students keep a list of these words in the back of a spelling notebook. They can add to this list anytime you circle words in their assignments that are misspelled. That way, each week they will have a list of words to choose to add to their spelling list.

....So, you will teach the whole group lesson, covering the Common Core Standard Required. Then, you will make the learning meaningful to each student by individualizing their spelling lists each week. No more kids already knowing all the words on the first day, or kids having way too difficult words that make it impossible for them to become stronger spellers. As you make your class list of words to choose from during this lesson, be sure to include words with a variety of difficulty so that students have options of words to choose that will challenge them.

The SPELLING MINI-LESSON STATEMENTS WITH COMMON CORE STATE STANDARD ACCESS LINKS

...Please note that these are the anchor lessons for each week of spelling instruction. Students will be creating their personalized spelling list from these lessons. The common core standards are attached. You may note that several of the lessons have the same standard attached. That is because the CCSS has a very broad standard that states students should spell grade-appropriate words correctly. The mini lesson statements go into much greater detail as to what those 'grade appropriate' words are.

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Week	I Can Statement	Spelling/Word Work Mini Lesson Statement	Common Core State Standard
1	I can notice r-controlled vowel patterns in words.	When a vowel is followed by the consonant -r, that pattern is called r-controlled vowels.	CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
2	I can think of words with different patterns that include the vowel -a and make the s sound /aw/.	Some words have different spelling patterns that include the vowel -a and -at that make the s sound /aw/ as in law.	CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Details for Weekly Lesson Format

36 Weekly Lessons with Common Core and 'I Can'

Mini Lesson Statement (Week 21):

Some words have common Latin roots that help understand and spell the words.

Teaching Instructions:

- Begin the lesson by writing the mini lesson statement on chart paper or the computer. Refer the traditional chart paper for the weekly spelling lesson so that the students can see the lesson posted in the classroom all week.

- Draw the chart example below on your class chart. You may want to have this ready before the lesson to save time. Ask students to help you complete the chart by thinking of words that fit each pattern. Challenge them to think of words that might be harder or more difficult to spell.

- Remind students that most words have their roots come from either Greek or Latin origin. There are many, many, many Greek and Latin roots in our everyday spoken language.

- Refresh students' memory from last week's lesson by having them turn and talk with a partner about why they think it's important for us to know that many of our words come from Greek and Latin origin. Have them also talk about how knowing some of these Greek and Latin roots can help us as spellers. Have them share what they have learned so far just from looking at Greek roots.

- Have a class discussion about why it's important to know the reasons why on a class chart, or have the students record the reasons why on loose leaf or in a notebook.

- Tell them that today they are going to look at just a few Latin roots. They are going to understand what the roots mean and use the meaning to learn new words in English.

- Remember, the words you put on the class chart will be the words students choose from to create their spelling lists. You want to have a variety of challenging words.

- After you have several words in the chart example below, tell students that they are going to choose a certain number of words from the chart to create their spelling list for the week (you decide how many words they pick). Students will LOVE the idea of being able to create their own spelling lists!

- Pass out the spelling list cards and give them time to choose and copy their words. Remind them to choose words that are new and challenging to them.

- Check every students' words that they are spelled correctly on their spelling cards.

Class chart example with possible words (you and your students will come up with more!)

-audi (hear)	-mand (order)	-dict (say)	-port (carry)	-vac (empty)	-man (hand)
Audience	demand	dictate	portable	vacant	many
Audio	remand	dictator	export	evacuate	many
Audible	command	dictionary		vacate	









36 Lesson Details with Chart Examples

Spelling Ninja

Name: _____ Date: _____

Directions: Choose a few of your spelling words and write them on the left. Then chop the words into syllables. Write each syllable in the boxes provided. You may have extra spaces if your word does not have many syllables.

Challenge: Cut out the syllables for every word and mix them together. Give them to a partner and see if they can put the words together on the answer sheet provided.

Word:	Syllables:	
		NINJA
		
		
		
		
		
		
		

29 Activities & Games for Independent Practice

Spelling Test

Name: _____ Date: _____

Partner's Name: _____

Directions: Write your words on the lines below as your partner reads them to you.

Spelling Test:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____

Spelling Test

Name: _____ Date: _____

Partner's Name: _____

Directions: Write your words on the lines below as your partner reads them to you.

Spelling Test:

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- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____
- 20 _____

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Partner Test Forms

Spelling Partner Test

I agree to follow our class guidelines during our spelling partner tests every week.

Our Guidelines

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

Spelling Guidelines

My Spelling Words:	My Spelling Words:	My Spelling Words:
<p>Name: _____</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 	<p>Name: _____</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 	<p>Name: _____</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____
My Spelling Words:	My Spelling Words:	My Spelling Words:
<p>Name: _____</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 	<p>Name: _____</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 	<p>Name: _____</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Spelling List Forms

What I've Learned as a Speller

Name: _____ Date: _____

Directions: List all the things you have learned this week as a speller. Then answer the questions below.

My New Learning:	Questions:
<p>As a reader, how are you going to use what you learned this week in spelling?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>As a writer, how are you going to use what you learned in spelling this week?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>How else has your new learning helped you? Be specific.</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>What are you still wondering about these spelling words and patterns?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Partner Evaluation Forms

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Rationale:

This resource is loaded with everything you need to teach 4th grade Common Core Spelling for the entire year! The 36 lessons were carefully created to target 4th grade spelling/word work skills needed. They are well researched and based on The Common Core and The Continuum of Literacy Learning, by Irene Fountas and Gay Su Pinnell. Each of the 36 lessons will be the foundation for spelling /word work learning for the week. Additional activities, practice tests, games, and tests are also included.

This method of teaching spelling goes way beyond the traditional approach of assigning the same list of words to every student, having them memorize the words, taking a test, and then moving on.

With these lessons and the framework for each week of learning (as described on the next few pages) you will find this spelling instruction different in that it

- Focuses on spelling and word work skills that can be applied to countless words, rather than memorizing a set of specific words.
- Allows for students to create their own individual spelling lists, based on their specific learning needs. (Differentiated Instruction)
- Integrates spelling skills into all parts of the student's day, including both the reading and writing workshops.
- Teaches students to notice spelling patterns and how those patterns work in words. This way, once students understand a spelling pattern and how it works, they can apply that pattern to all words, not just the few on their weekly spelling list.
- Helps students understand why spelling matters.
- Encourages learning through working with partners and in small groups.
- Empowers students to be in charge of their own learning. By giving them the power to choose their own spelling words, it makes learning so much more meaningful. When learning becomes meaningful, students tend to work a whole lot harder to reach their highest potential!
- Teaches students to be interdependent and accountable for each other's learning.

Structure of Weekly

Spelling Lessons

****You will find the spelling lessons in this resource are much different than the traditional approach. They include a unique combination of whole group spelling skills and individual student spelling lists, that are manageable...I promise 😊

Day One (Whole Group Lesson and Choosing Spelling Words)

Step One: Teach a spelling or word study skill in a mini lesson format to the entire class (lesson details and chart examples for all 36 lessons are included in this resource)

**** During the lesson, the students will help in making a list of words that follow the particular spelling pattern from the mini lesson (examples are provided in the lessons)

Step Two: Students will choose their spelling words from the list on the class chart. You can determine how many words they choose from the list each week. Have them copy their words onto a 'My Spelling Words' card. Be sure to check that the words are copied correctly on each students' card.

**** In addition to the words on the list, students can also choose 3-5 words they need to learn. The words could come from any misspellings they have demonstrated in written work from any subject. One way to keep track of these words to learn, is to have students keep a list of these words in the back of a spelling notebook. They can add to this list anytime you circle words in their assignments that are misspelled. That way, each week they will have a list of words to choose to add to their spelling list. A 'Words to Learn' page is provided at the end of this resource so that students can easily collect and record words they need to learn.

****So, you will teach the whole group lesson, covering the Common Core Standard Required. Then, you will make the learning meaningful to each student by individualizing their spelling lists each week. No more kids already knowing all the words on the first day, or kids having way too difficult words that make it impossible for them to become stronger spellers. As you make your class list of words to choose from during these lessons, keep in mind to include words with a variety of difficulty so that students have options of words to choose that will challenge them.

Day Two (Review and Independent Practice)

Step One: Spend 5 minutes reviewing the mini lesson from yesterday. Remind students of what they learned yesterday and summarize the main points. Have students turn and talk with a partner, describing all the things they remember from yesterday's lesson.

Step Two: Use the provided independent activity options for students to explore their spelling words and patterns they are focusing on this week. You can offer more than one option for independent practice each week, or choose just one activity for all. You can use one activity several times throughout the year, because the spelling/word work objective will always be new!

Day Three (Reflection of New Learning Lesson)

*** Students will need their independent work from yesterday for today's lesson

Step One: One of the best ways to learn is to teach. So today's lesson will be all about the students' teaching each other. Not only does this activity honor and value that what students have to say is important, this is also a great way to hold students accountable for their independent work and new learning.

You can have students share in a variety of ways. I like to first have them partner-up and teach each other what they discovered during independent practice yesterday. This ensures that everyone has a chance to share, and holds them all accountable. This is a great time for you to monitor and informally assess who understands the spelling/word work skill and who may need additional instruction.

Once students finish sharing with a partner, I like to have them share what they heard their partner say with the entire class. You can have as many students share as time allows. You will be surprised at what they have discovered and teach the class. They almost always notice things that I have never seen before about spelling/work work skills! You can add their new thinking to the class chart from day one or start a new class chart.

Day Four (Partner Reteaching, Tips, and Practice Test)

Step One: Have students partner up with their individual spelling lists. Encourage each student to reteach the spelling/word work skill in their own words to their partner. Then have them share one or two tips with each other that helps them remember the spelling/word work skill.

****Please note, you will likely need to model this reteaching skill for several weeks as a whole class until students are ready to work with partners. They will not be good at this right away. But, the more practice they have, the better they will get! It's worth the hard work because this strategy ensures all students are actively engaged in their learning!

Step Two: Pass out the partner practice test form and instruct students to give the practice test to their partners. Monitor students as one reads the words and the other takes the test. Again, you may need to model how to administer a partner spelling practice test. You could even create a class anchor chart on what to do and not do during a partner practice test. The chart could remain up all year long so the expectations are clear. Blank charts are provided in this resource for your use.

Step Three: Have students grade each other's practice tests. If they missed any words, have them circle them and remember to practice them before the test tomorrow.

Step Four: Gather the class together and have them share the spelling/word work tips they talked about with their partners. Students can write down any tips they might use to help them take the test tomorrow.

Day Five (Partner Spelling Test, What's Next...)

Step One: Have students exchange their spelling lists with their partners. Have students give each other their spelling tests with one of the partner spelling test forms. Monitor the class as they take their tests.

Step Two: Once everyone is finished taking their tests, have them gather back together for a class discussion and review. Remind students that just because they took their spelling test and are moving on to new words and patterns next week does not mean they should forget all their learning. Make a class list of all the ways they can use what they learned this week in the future. How can they apply what they learned during reading? Writing? And other subjects?

Sample

Mini Lesson Statement (Week 31):

Many root and base words can add the suffixes -able and -ible to make new words.

Teaching Instructions:

- Begin the lesson by writing the mini lesson statement on chart paper or the computer. I prefer the traditional chart paper for the weekly spelling lesson so that the students can see the lesson posted in the classroom all week.
- Explain to students that a base or root word is the core of a word. But when we add a suffix like -able or -ible we can make a whole new word with an entirely new meaning.
- Tell students that they will be looking at the core of some words this week, and then adding suffixes and prefixes to make more words.
- Have students turn and talk with partners to get ideas about what words could have either -able or -ible added to make a new word. Then ask them to share with the class. Use their ideas to start the class spelling chart.
- Remember, the words you put on the class chart will be the words students choose from to create their spelling lists. You want to have a variety of challenging words.
- After you have several words in the chart example below, tell students that they are going to choose a certain number of words from the chart to create their spelling list for the week (you decide how many words they pick). Students will LOVE the idea of being able to create their own spelling lists!
- Pass out the spelling list cards and give them time to choose and copy their words. Remind them to choose words that are new and challenging to them.
- Check every students' words that they are spelled correctly on their spelling cards.

Class chart example with possible words (you and your students will come up with more!!)

root word	-able	base word	-ible
fold wash	foldable washable	cred ed	credible edible

Spelling Stretch

Name: _____ Date: _____

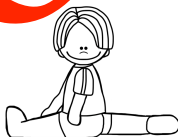
Directions: Write some of your spelling words below. Then stretch them out by either adding a suffix, prefix, or both!

Challenge: See how many spelling words you can add more than one suffix or prefix to. Make a list of words with more than one suffix/prefix on the back of this page.

Spelling Word:

Suffix and/or Prefix to add:

New Word:



Sample

The 5 W's of Words

Name: _____ Date: _____

Directions: List some of your spelling words in the column on the left. Then answer the 5 questions for each word in the spaces provided.

Challenge: Find a partner to interview. Give them one of your words and ask them all 5 questions. Don't let them see your answers. See if your answers are the same. Add any new thinking your partner said with a different color pen.

Word:

What does
The word
mean?

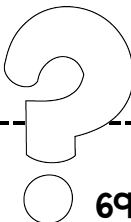
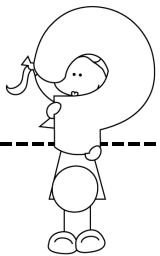
Where did
the word
come from?

Who would
probably use
this word?

When would
this word
be used?

Why would
this word
be used?

Sample



Spelling Partner Practice Test

I agree to follow our class guidelines during our
spelling partner practice tests every week

Our Guidelines

1
2
3
4
5

Sample

6

7

8

9

10



Spelling Practice Test

Test Taker's Name: _____ Date: _____

Partner giving the Test: _____

Directions: Write your spelling words on the lines below as your partner reads them to you. After you are finished, have your partner check the words. Circle any words that are spelled incorrectly and write them correctly on the space provided.

Spelling Practice Test:

Words to Practice:

Sample

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20

Spelling Test

Name: _____ Date: _____

Partner's Name: _____

Directions: Write your words on the lines below as your partner reads them to you.



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- 3
- 4
- 5
- 6
- 7
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- 9
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- 16
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- 20

Spelling Test

Name: _____ Date: _____

Partner's Name: _____

Directions: Write your words on the lines below as your partner reads them to you.



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- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20

Sample