

## BJU Press - 4th Grade - Spelling - Quarter 2 Map

| Quarter Week    | Unit Lesson | Project/Activity | Modification | Submit to Ignitia | Objective   |
|-----------------|-------------|------------------|--------------|-------------------|---|
| Qtr 2<br>Week 1 | List 9      |                  |              | Lesson            | <p>The oi sound- spelled oi and oy<br/>           The ou sound- spelled ou and ow<br/>           Sort each pattern word by the spelling word, write the challenge word that completes each sentence, mark the word with the same sound as the underlined letters, match the definition to the bolded word, circle the rhyming words in each line, circle the misspelled words and write them correctly</p> <p>Dictionary Skills: Definitions- match the definition to the the underlined word, use the sample dictionary to complete the activity, use the underlined word and write the part of speech that matches the way the word is used in the sentence</p> |
| Qtr 2<br>Week 2 | List 10     |                  |              | Test              | <p>The o sound- spelled au, aw, a when followed by l, ough<br/>           Use the word web to sort the pattern words of the sound, use challenge words to complete the sentence, mark the word with the same sound as the underlined letters in each word, write the spelling words to complete the sentence, write the spelling word that belongs in the sentence, identify if words are misspelled or all correct</p> <p>Dictionary Skills: Parts of Speech- use the dictionary entry to complete each activity, read the underline word and match the word used in the sentence, identify the part of speech and definition number</p>                         |
| Qtr 2           | List 11     |                  |              | Lesson            | Suffix- ed, er, est, ing, no change   |

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| Week 3          |         |  |  |        | <p>in base words with long vowel, double last consonant in words that end with a consonant and have a short vowel, drop the e at the end of the word for words ending in e</p> <p>Write each pattern word and its base word under the correct heading, write the challenge word to complete the sentence, write the correct spelling word to complete the sentence, add ed to each base word, add ing to each base word, write the base word, circle the words spelled incorrectly and write it correctly, underline the correct spelling in each sentence, write the spelling word that matches the definition</p> <p>Dictionary skills: Parts of Speech and Word Forms- Use the spelling dictionary to complete the page, read entry of underlined word and write the part of speech that matches, write the parts of speech for each entry word and word form given</p> |
| Qtr 2<br>Week 4 | List 12 |  |  | Test   | <p>The k sound- spelled c, ch, ck</p> <p>Use the web to sort the pattern words by spelling for the k sound, write the challenge word to complete the sentence, write a spelling word to answer the question, identify the correct definition for the bold words, identify the correct spelling for the words, write a rough draft for a get well note to show encouragement, describe ways to communicate concern and willingness to help others who are facing difficulties</p>   |
| Qtr 2<br>Week 5 | List 13 |  |  | Lesson | <p>The s sound- spelled with a c when followed by e,i,y</p> <p>Sort the pattern word by the vowel that follows a soft c in the base word, write a challenge word that completes the sentence, write the</p>  |

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|                 |         |  |  |        | <p>missing vowels to complete each word, write the spelling word to complete each sentence, match a spelling word with the definition, use proofreaders marks to correct the paragraph</p> <p>Dictionary Skills: Parts of Speech and Word Forms- usually entry word with a suffix</p> <p>use the entry word to describe the part of speech and the word form given, write an original sentence with the entry word given</p>   |
| Qtr 2<br>Week 6 | List 14 |  |  | Test   | <p>The j sound- spelled g when followed by e, i, y (called soft g)</p> <p>Sort each pattern word by the vowel that follows a soft g dge or by the unstressed syllable ending with age, write the challenge word that completes the sentence, write the missing syllable to complete the word, change words to plurals, match the word to the meaning, identify if the underlined word is spelled correctly</p> <p>Dictionary Skills: Sample Sentences- sample sentence follows the definition and usually in italics, use sample to complete activity, write the sample sentence given, write an original sentence for the word.</p> |
| Qtr 2<br>Week 7 | List 15 |  |  | Lesson | <p>A consonant- sometimes spelled with two consonants one may be silent</p> <p>write each pattern word under the correct silent consonant pattern, write the challenge word that completes the sentence, write the missing letters to complete each silent-consonant word, identify the correct meaning of the bold word, circle the correct spelled word, write the spelling or base word that matches each clue</p> <p>Dictionary skills: Enry Review-</p>   |

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|                 |         |  |  |      | write the same sentence, identify part of speech and definition number, write an original sentence   |
| Qtr 2<br>Week 8 | List 16 |  |  | Test | The short u sound- spelled o, ou in one-syllable word or stressed syllable<br>sort each pattern word by the spelling for the short u sound, write a challenge word to complete the sentence, write a spelling word to complete the sentence, write a spelling word to complete the analogy, circle misspelled words and write them correctly<br>Writing- Make a list of four Christmas carols you would like to sing, using words of a Christmas carol explain to someone that Jesus came to die to save people from their sin |