

180 DAYS™

Lessons and Activities

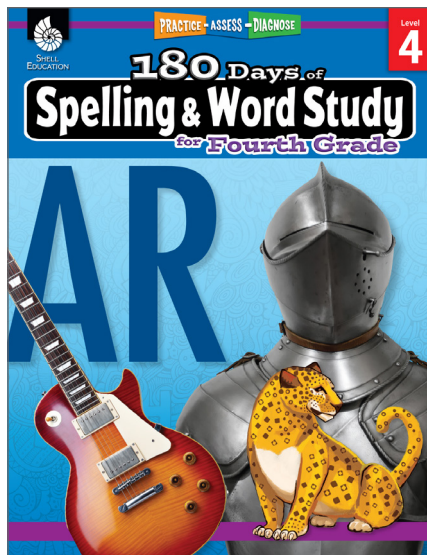
Spelling and Word Study for Fourth Grade

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Introduction (cont.)

Goals of the Series (cont.)

Vocabulary development is the third, and perhaps most critical, goal of the series. Tasks are meaning-based, so students cannot complete them successfully without some knowledge of the words' definitions or parts of speech. Additionally, activities are designed to deepen students' knowledge of targeted words by requiring them to manipulate synonyms, antonyms, and multiple meanings.

Structured Practice

To be successful in spelling, students must focus on definitions. For that reason, this series uses structured activities week-to-week, the daily activities are designed so students can focus on the words instead of learning the definitions.

The following activities are used throughout this series:

Title of Activity	Students use a word...
Analogies	Students use a word to complete an analogy.
Homophones	Students choose the correct word from a list of homophones.
Inflectional Endings	Students add inflectional endings to words.
Prefixes, Suffixes, and Roots	Students add a prefix or suffix to a word to create a new word.
Sentence Completions	Students use a word to complete a sentence.
Sentence Types	Students use a word to complete a sentence of a specific type.
Synonyms and Antonyms	Students use a word to find a synonym or antonym.
Turn the Question Around	Students use a word to answer a question.

Name: _____
Date: _____

Directions: Use words from the Word Bank for each section.

Word Bank

anthem ballot basket cactus canyon gallon
handsome happen planet random salad talons

Write a synonym for each word.

- occur _____
- national song _____
- claws _____
- vote _____
- fresh vegetables _____

Write an antonym for each word.

- ugly _____
- planned _____

Write a word that fits each category.

- cup, pint, quart, _____
- moon, comet, asteroid, _____
- box, bag, bowl, _____
- mountain, valley, mesa, _____
- aloe, yucca, succulent, _____



SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

4

180 Days of Spelling & Word Study for Fourth Grade



Introduction *(cont.)*

Goals of the Series *(cont.)*

Vocabulary development is the third, and perhaps most critical, goal of the series. Tasks are meaning-based, so students cannot complete them successfully without some knowledge of the words' definitions or parts of speech. Additionally, activities are designed to deepen students' knowledge of targeted words by requiring them to manipulate synonyms, antonyms, and multiple meanings.

Structured Practice

To be successful in spelling, students must focus on the words, word parts, patterns, and definitions. For that reason, this series uses structured practice. Rather than changing the activities week-to-week, the daily activities are repeated throughout the 36 units. That way, students can focus on the words instead of learning how to complete the activities.

The following activities are used throughout this book:

Title of Activity	Description
Analogies	Students use a word bank to complete analogies.
Homophones	Students choose the correct homophones to complete sentences.
Inflectional Endings	Students add inflectional endings to given words.
Prefixes, Suffixes, and Roots	Students add a prefix or suffix to given words. Then, they use the new words to complete sentences or match to definitions.
Sentence Completions	Students use a word bank to complete sentences.
Sentence Types	Students use given words to write statements, questions, and exclamations.
Synonyms and Antonyms	Students use a word bank to list synonyms or antonyms of given words.
Turn the Question Around	Students use given words to answer questions in complete sentences. <i>Turn the Question Around</i> means restating the question in the answer.

UNIT 1

Short A Words



WEEK 1

Focus

This week's focus is on short *a* words with closed first syllables. The second syllable of each word is unstressed, so the vowel makes a schwa sound that is represented by *a*, *e*, *i*, *o*, or *u*.

Helpful Hint

Notice that all the words on this list start with a closed first syllable (short vowel plus consonant) and end with an unstressed second syllable. Because the second syllable is unstressed, the vowel makes a schwa, or /uh/, sound instead of its usual short sound.



See page 7 for additional spelling activities.

- **anthem**
- **ballot**
- **basket**
- **cactus**
- **canyon**
- **gallon**
- **handsome**
- **happen**
- **magnet**
- **planet**
- **rabbit**
- **random**
- **salad**
- **tablet**
- **talon**

Name: _____ Date: _____

Directions: Use a word from the Word Bank to complete each sentence.

Word Bank

anthem	ballot	cactus	canyon	gallon	handsome
happen	magnet	planet	random	tablet	talons

1. Use a _____ to hang your drawings on the fridge.
2. Eagles use their sharp _____ to grab prey.
3. I picked a _____ number when I guessed how many jellybeans were in the jar.
4. Ty looked so _____ when he dressed up for the school dance.
5. Grandma asked me to get a _____ of milk while we were at the store.
6. I stood in the booth with Mom when she cast her _____ for president.
7. I love my _____ because it stays alive even when I forget to water it!
8. Which _____ is closest to the sun?
9. What would _____ if I tried to call China right now?
10. The path led us into a deep _____ that was surrounded by rock.

Name: _____ Date: _____

Directions: Use words from the Word Bank for each section.**Word Bank**

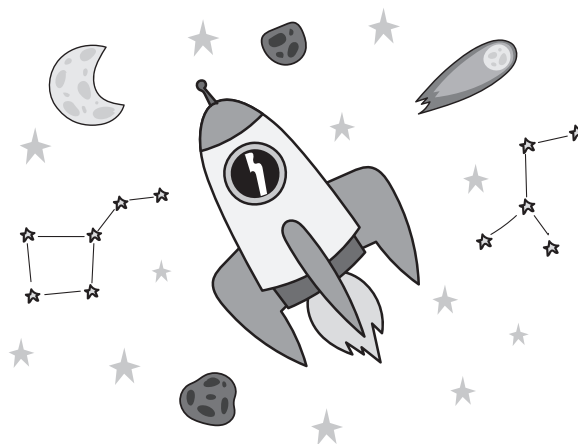
anthem	ballot	basket	cactus	canyon	gallon
handsome	happen	planet	random	salad	talons

Write a synonym for each word.

1. occur _____
2. national song _____
3. claws _____
4. vote _____
5. fresh vegetables _____

Write an antonym for each word.

6. ugly _____
7. planned _____



Write a word that fits each category.

8. cup, pint, quart, _____
9. moon, comet, asteroid, _____
10. box, bag, bowl, _____
11. mountain, valley, mesa, _____
12. aloe, yucca, succulent, _____

Name: _____ Date: _____

Directions: Study each example. Write a sentence for each word. End each sentence with the same punctuation as the example.

QUESTION

Ex. *close*: Did you remember to *close* the door?

1. *planet*: _____

2. *salad*: _____

STATEMENT

Ex. *note*: I wrote a thank you *note* to my friend.

3. *ballot*: _____

4. *anthem*: _____

EXCLAMATION

Ex. *bone*: I found a dinosaur *bone* in my backyard!

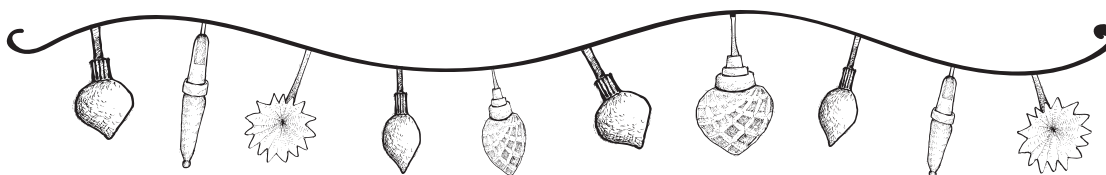
5. *gallon*: _____

6. *tablet*: _____

Name: _____ Date: _____

Directions: The suffix *-ive* changes a verb or noun to an adjective. Add the suffix *-ive* to each word to create an adjective.

- | | | | |
|-----------|-------|-------------|-------|
| 1. act | _____ | 6. disrupt | _____ |
| 2. pass | _____ | 7. interact | _____ |
| 3. fest | _____ | 8. digest | _____ |
| 4. adopt | _____ | 9. mass | _____ |
| 5. invent | _____ | 10. select | _____ |



Directions: Use an answer from above to complete each sentence.

11. Jamir has been with his _____ parents since he was three days old.
12. We played an _____ game on the computer that taught all about the water cycle.
13. Harvard is a very _____ college. Not many students get accepted.
14. The colorful lights make our neighborhood look so _____ during the holidays.
15. There was a _____ traffic jam on the highway. Cars were backed up for miles.
16. Raj avoids certain foods because of his _____ issues.

Name: _____ Date: _____

Directions: Use a word from the Word Bank to complete each analogy.**Word Bank**

anthem	ballot	basket	cactus	canyon	gallon
planet	rabbit	random	salad	tablet	talons

- Africa** is to **continent** as **Earth** is to _____
- forest** is to **pine tree** as **desert** is to _____
- controller** is to **game system** as **swiping** is to _____
- "Jingle Bells"** is to **carol** as **"Star-Spangled Banner"** is to _____
- soccer** is to **goal** as **basketball** is to _____
- shark** is to **teeth** as **eagle** is to _____
- spoon** is to **soup** as **fork** is to _____
- tall** is to **mountain** as **deep** is to _____
- doctor** is to **prescription** as **voter** is to _____
- 1, 2, 3** is to **consecutive** as **4, 329, 16** is to _____

