

## Fourth Grade Lesson Plans

These simple-to-use dictation sentences will give students practice in learning important spelling words in context. Students will need to listen carefully, write at a reasonable pace and spell all the words correctly. There are a lot of benefits in just one type of lesson!



### Suggested directions for teachers:

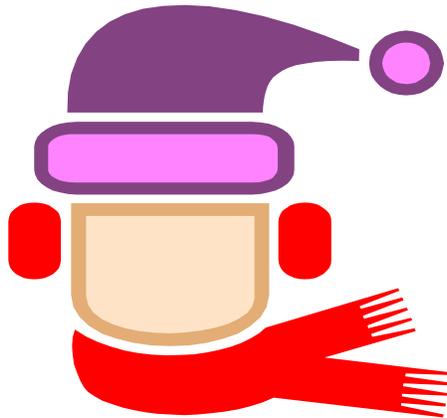
Give each student a fresh piece of lined paper. Make sure each child has a sharpened pencil. Then choose five to seven sentences from the list below for one dictation lesson. Choose sentences in which all the words are familiar to your sentences. Adjust sentences, if necessary, to suit your group of students. Words in bold appear on this list of fourth grade words: <https://www.spelling-words-well.com/fourth-grade-spelling-words.html>

### Suggested instructions to students:

I am going to read a sentence to you several times. First, listen to the entire sentence carefully. As I repeat the sentence, try to write it correctly on your page. Remember to use correct spellings. Use a capital letter at the beginning of each sentence and a period or a question mark at the end. You may also need additional capital letters. We will work on several sentences today.

Sentences to use:

1. Name an **animal** for each letter of the **alphabet**.



2. **Choose** warm **clothing** on this cold day.

3. It's so cold you can see your **breath**!

4. I am **worried** the **weather** will get **worse**.

5. My **uncle** hopes to **visit** us soon.

6. Have you **written twenty** spelling words?

7. The **steel** blades on my skates are very **sharp**.

8. Please be **ready** at eight **o'clock**.

9. Always **cover** your mouth when you **cough**.

10. The big **bubble** landed on a **building**.



11. He's **happiest** when **hiking**.
12. Could you please **answer** my **question**?
13. The **busy squirrel** ran across the **sidewalk**.
14. Next year **she'll** be in **fifth** grade.
15. Each **monkey** ate its own **banana**.
16. Will **forty** chairs be **enough** for this **evening**?
17. The **police** helped to **search** for the kitten.
18. I **wonder whether** you would like **tuna** or ham?
19. **Hurry** up and grab your **jacket**!
20. She made a **beautiful** baby **quilt**.
21. When we get **groceries**, we should buy a lot of **fruit**.
22. I will stop at the **mailbox** on the way to the **library**.
23. Did you **remember** to **return** your books?
24. He will **deliver** the mail **earlier** today.
25. The new **machine** looked very **odd**.



### Concluding activities:

- ) Ask students to volunteer to write one of their sentences on the board. Or write each one correctly yourself, explaining the spelling and meaning of each word.
- ) Encourage students to rewrite any sentences that have errors.
- ) Allow students time to add drawings to their sentences.
- ) Use these sentences as prompts for story writing.

