

## 4th Grade Word Study Lesson Plans: Cycle 12

### Cycle 12

<p><b>Standards addressed this week:</b></p> <ul style="list-style-type: none"> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> <li>• Identify the antecedent for a pronoun and ensure pronoun-antecedent agreement.</li> </ul>
<p><b>Grammar topic:</b></p> <ul style="list-style-type: none"> <li>• Demonstrative pronouns are used to identify nouns and answer "Which one?" (This, that, these, those). These words also often function as adjectives!</li> </ul>
<p><b>Patterns of the week:</b> dict is the Latin root for "say" or "speak."</p> <p><b>Generalization:</b> Words containing the root, dict, often related to saying or speaking something.</p> <p><b>Spelling Words:</b> dictate, prediction, unpredictable, contradict, dictionary, diction, valedictorian</p>
<p><b>Homophone pair:</b> vary/very</p>

### Materials

- [Life Work for Cycle 12](#)
- [Slides](#)
- Link to Edulastic [Quiz](#)
- Worksheets start on page 11; answer [key](#).
-  4th Grade ELA - Feedback SY25

Helpful Vocabulary Reference	
<b>Syllable</b>	A chunk of a word where your mouth opens. A syllable always has a vowel sound.
<b>Short vowel syllable</b>	Short vowel syllables have <b>one</b> vowel followed by one or more <b>consonants</b> .  This is also called a closed syllable.
<b>Long vowel syllable</b>	Long vowel syllables have <b>one</b> vowel as the <b>last</b> letter in the syllable.  This is also called an open syllable.
<b>R-controlled</b>	R-controlled syllables have a vowel followed by an <b>r</b> (ar, er, ir, or, ur). The r changes the sound of the vowel.
<b>schwa</b>	A schwa is a very short, relaxed sound we often hear in the middle of words. It sounds like "uh" and is English's most common vowel sound. You can hear it in words like "sofa" (the "a" sound) and "banana" (the first and last "a" sounds).

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<b>vowel team syllable</b>	A syllable that has two vowels next to each other that makes one sound.
<b>double consonants</b>	Syllable junctures occur between double consonants.
<b>Final stable syllable</b>	These syllables always appear at the end of the word and include a final le and often a consonant before it Cle, or they end in tion/sion.
<b>base word</b>	The smallest part of a word that has meaning and can be used on its own
<b>Present Continuous tense</b>	The present continuous (also known as present progressive) tense describes actions that are currently happening at the moment of speaking or actions that are ongoing. It is formed using the present tense of the verb "to be" (am, is, are) followed by the present participle (verb + -ing). Example: "I am reading a book."
<b>Future tense</b>	will + main verb
<b>Antecedent</b>	The antecedent is the noun or noun phrase that a pronoun refers to or replaces in a sentence. Understanding the antecedent is crucial because it helps clarify which noun the pronoun stands for, ensuring that sentences are clear and understandable.
<b>Subject Pronoun</b>	These pronouns are used as the subject of a sentence. They act as the verb. Examples of subject pronouns include "I," "you," "he," "she," "it," "we," and "they." <b>For example:</b> <b>She</b> is reading a book. <b>They</b> are playing soccer.
<b>Object Pronoun</b>	These pronouns receive the verb's action and are used as the object of a verb or preposition. Examples include "me," "you," "him," "her," "it," "us," and "them." <b>For example:</b> The teacher called <b>him</b> . Can Stacey help <b>us</b> ?
<b>Possessive Pronoun</b>	These pronouns stand alone and replace possessive nouns. For example, "This suitcase is hers." In this sentence, "hers" is a possessive pronoun because it replaces the noun "suitcase."
<b>Demonstrative Pronouns/Adjectives</b>	Demonstrative pronouns are pronouns that are used to identify nouns and answer the question "Which one?" (This, that, these, those). When it is not describing a noun, it is a pronoun.

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	<p>(E.g., “<b>This</b> is mine.”)</p> <p>When the demonstrative is located directly before a noun, it is an adjective. (E.g., “<i>This</i> car is mine.”)</p>
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### Day 1:

**Launch:** (30 seconds)

- We are starting our 12th word study cycle of the year!

**Homophone pair:** (5 min)

Materials: slides, [word study notebooks](#)

- **Slide 3.** This week's pair is very/vary. Use the pictures to discuss the differences between the two.
- Students take out their notebooks, copy the new words, and quickly draw a picture (they can copy what is on the slide or draw their own).

**Morphology/Spelling:** (25 min)

Materials: grammar notebooks, [word definitions](#) to paste into notebooks

- **Slide 4 .** Show words for this week.
- Model scooping your finger under each syllable within each word while students read aloud with you as they scoop and blend the syllables.
- **Slides 5-11.**
  - Today is a special day because you will learn something new in word study! Until now, we have learned so many different affixes - prefixes and suffixes that change the meaning of words by being added to the beginning or end of a word.
  - There is another really important word study term called a root. A root is a chunk of a word that goes WAY back in time - back to when the ancient Greeks and Romans lived. A root is a word that has a meaning, and that meaning influences all of the other words.
  - Go through each, and stress how the root is related to the overall definition. Once all words have been discussed, have students turn and talk to reiterate the meaning of the root, dict.
- Students paste the cycle 12 definitions into their word study notebooks.

### Day 2:

Materials: slides, grammar notebooks,

**Grammar:** (30min) [Note: We are only discussing examples of demonstrative pronouns today. On day 5, students will learn that the words this, that, these, and those can be used as adjectives as well].

- **We have been working on identifying and using pronouns for the past two cycles! We will work on identifying another type of pronoun in this cycle.**
- **Slide 13 (VERY quickly review pronouns and antecedents - 20 seconds!)**
  - First, we learned that a pronoun is a word that replaces a more specific noun in a sentence. We also learned that an antecedent is the noun or noun phrase that a pronoun refers to or replaces in a sentence.
- **Slide 14 (VERY quickly review possessive pronouns - 20 seconds!)**
  - During the last cycle, we learned that a possessive pronoun indicates ownership or possession. Examples of possessive pronouns include "mine," "yours," "his," "hers," "ours," and "theirs."
- **Intro to *this* and *that*.** Now, we will learn about more pronouns, and you will help each other determine when to use each!
  - Note to teachers: This exercise will involve movement and some acting! You will need the materials noted in the statements below (or you can swap them with different objects).
    - [Hold up a pen on your desk]. Say, "This is a pen." Emphasize the word "this."

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- [Walk to one corner of the classroom. Point to the opposite corner of the room where a pencil is pre-placed]. Say, "That is a pencil."
- [Walk up to one of your students, standing right next to them]. "This is a student!"
- [Gesture to a student across the room]. "That is also a student!"
- You can repeat this process for a few other objects if you want to reinforce further the fact that *this* refers to singular objects that are close in proximity and *that* is used to refer to singular objects farther away.
- Now, turn to your partner and try to generate the rule for when to use *this* versus *that*!
- **Slide 15.** Once you hear several partnerships articulate the rule, show slide 15. Make sure students understand the following:
  - **both** of these words refer to **singular** objects.
  - **this** refers to close-by objects
  - **that** refers to farther-away objects
  - like the other pronouns we have learned, pronouns replace the names of more specific singular nouns. In the case of the acting scenarios above, *this* and *that* were used to refer to 1 pencil and/or 1 student.
- **Intro to these and those.** Now, we will learn the next two pronouns.
  - Note to teachers: This exercise will involve more movement and acting! You will need the materials noted in the statements below (or you can swap them with different objects).
  - [Hold up a bunch of pencils on your desk]. Say, "These are pencils." Emphasize the word "These."
  - [Walk to one corner of the classroom. Point to the room's opposite corner, where another bunch of pencils are pre-placed]. Say, "Those are pencils."
  - [Hold up a stack of books]. "These are books"
  - [Point to a different stack of books across the room]. "Those are books."
  - You can repeat this process for a few other objects if you want to reinforce further that the word "*these*" refers to plural objects that are close in proximity, and the word *those* refers to plural objects that are farther away.
  - Now, turn to your partner and try to generate the rule for when to use *these* versus *those*!
- **Slide 16.** Once you hear several partnerships articulate the rule, show slide 16. Make sure students understand the following:
  - **both** of these words refer to **plural** objects.
  - **these** refers to close-by objects
  - **those** refers to farther-away objects
  - like the other pronouns we have learned, pronouns replace the names of more specific plural nouns. In the case of the acting scenarios above, these/those were used to refer to pencils and/or books.
- Students complete 4.12.2 using the pictures to determine whether to use this/that/these/those.

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- Day 3:

### Spelling & Syllabication:

Materials: notebook, pencil

Syllabication (15 minutes)

- Begin with a brief review of syllables, emphasizing that they are chunks of a word with a vowel sound. Remind students that understanding syllables can help with spelling and pronunciation.
  - **dictate:** dic (short vowel) - tate (VCe)
  - **prediction:** pre (long vowel) - dic (short vowel) - tion (final stable)
  - **unpredictable:** un (short vowel) - pre (long vowel) - dict (short vowel) - a (long vowel, schwa), -ble (final stable)
  - **contradict:** con (short vowel) - tra (long vowel, schwa) - dict (short vowel)
  - **dictionary:** dic (short vowel) - tion (final stable) - ar (r-controlled) - y (long vowel)
  - **diction:** dic (short vowel) - tion (final stable)
  - **valedictorian:** val (short vowel) - e (long vowel) - dict (short vowel) - or (r-controlled) - i (long vowel) - an (short vowel, schwa)
- Discuss:
  - Select student work samples with correct or incorrect syllabications of specific words and have the class discuss which is accurate and why - as you discuss mistakes, utilize the syllable types to guide why certain syllabications are correct and why others are incorrect (e.g., more than one vowel in a syllable, two double consonants in the same syllable, etc.) You can see an example of what this might look like [here](#).
  - Additional notes to discuss:
    - Challenge students to:
      - circle the r-controlled vowel
      - circle the final stable syllables
      - Find the schwas
      - Find the oddball sounds
      - Mark the short and long vowels with a breve and macron
- Homophone and Vocab Practice (15 minutes)
  - Side 2 of worksheet 4.12.3.

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Day 4:

### Grammar and Homophone Review: (20 min)

Materials: slides, slates, markers,  4.12.4 This.That.These.Those worksheet.pdf

- Show **slides 19 and 20** to recap when to use this/that/these/those as pronouns.
- **Slide 21.** Then, explain that these exact words are more often used as adjectives! When the word this/that/these/those is directly before a noun, it is an adjective!

Walk students through the examples on the slide. Emphasize that this/that/these/those function as adjectives before they come directly BEFORE a noun.

Reinforce the agreement between singular (this/that) and plural (these/those).

- **Slide 22 (animated).** Have students number their slates 1-4 and write the adjective that best fits the sentence. Continue to reinforce the function of the bold word as an adjective by asking students to name the noun it modifies. Also, reinforce the singular/plural/closer/farther away rules by asking questions such as, “Why is it necessary to use these/those/this/that in this particular instance? Which specific words indicate number or proximity?”
  1. \_\_\_\_\_ **book over there is a collector’s item.** (this/that/these/those)
    - a. answer: That
    - b. *That* modifies book. We use that because the words “over there” signal that the item is farther away.
  2. \_\_\_\_\_ **kitten I am holding is very soft!** (this/that/these/those)
    - a. answer: This
    - b. *This* modifies kitten. We use this because the person is holding the cat, so it is in close proximity.
  3. \_\_\_\_\_ **mittens right here are mine.** (this/that/these/those)
    - a. answer: These
    - b. *These* modifies mitten. The words “right here” signal close proximity.
  4. \_\_\_\_\_ **dogs frighten me, so I keep my distance.** (this/that/these/those)
    - a. answer: Those
    - b. *Those* modifies dogs and “keep my distance” signals that the dogs are farther away.
- **4.12.2. Worksheet** (10 minutes). Note that you’ll need to print this PDF separately. The pictures are structured so that some items are close to the person in the left corner, and some are farther away.

### Vocabulary review (if time) (5 min)

Materials: slides

- **Slides 23-29 (animated).** Example/Non-Example. Project a slide with a scenario using the words from this cycle. Students give a thumbs up if the words are used correctly and a thumbs down if not. If there is time, challenge students to turn and talk about why the word is or isn’t used correctly using the word in their answer. Click the animated slide to show the answer.
  - Helpful frames: This is/is not an example of the word \_\_\_\_\_ because \_\_\_\_\_.

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### Day 5

#### Spelling Pre-Quiz/Vocabulary: (17 min)

Materials: 4.12.5 Practice Spelling Quiz, slides, slates

- 10 minutes - Today, students will take a 4.12.5 Spelling Practice Quiz to test their spelling knowledge of each word. Read the words in the following order, repeating up to 3 times per word. Then, show the answers on **slide 31**, and students should take note of the words they need to practice.
  - Read the following words aloud.
    1. contradict
    2. dictionary
    3. valedictorian
    4. dictate
    5. prediction
    6. diction
    7. unpredictable
- After the quiz, show **slides 32-38**. Show a picture of each word and have students write the correct word on their slates. Click the animated slide to show the answer.

#### Homophone Review (3 minutes)

Materials: slides, slates

- **Slide 39 (animated)**. Fill in the blank with the correct homophone.

#### Grammar (10 min)

Materials: 4.12.5

- 4.12.5: Students fill in the blank with the correct pronoun/adjective and indicate the part of speech. Part 2: Write a sentence with each homophone.

### Day 6

#### Spelling Pre-Quiz: (10 min)

Materials: 4.86 Practice Spelling Quiz

- 10 minutes - Today, students will take a 4.12.6 Spelling Practice Quiz to test their spelling knowledge of each word. Read the definitions in the following order, repeating them up to 2 times per word. Then, show the answers on **slide 41**, and students should take note of the words they need to practice.
  1. **dictionary** - a reference book used to define and spell words
  2. **valuedictorian** - a person who graduates at the top of their class and who often gives a speech
  3. **dictate** - To read or say something aloud that a person writes down
  4. **unpredictable** - not capable of being predicted or known ahead of time
  5. **prediction** - a guess about what will happen in the future
  6. **contradict**- to argue against
  7. **diction** - word choice

#### Homophone Dictation: (5 min)

Materials: slides, slates

- **Slide 42 (animated)**. Dictate the following sentences. Provide feedback to students on sentence conventions in addition to homophone spelling. Then click to show answers.
  1. *I vary the types of books I read.*

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2. *It was very kind of you to check on me.*

### Mixed Grammar and Spelling Review: (15 min)

Materials: 4.12.6 Mixed Review

- Students complete worksheets in pairs or independently.

### Day 7

### Spelling Pre-Quiz: (10 min)

Materials: 4.12.7 Practice Spelling Quiz

- 10 minutes - Today, students will take a 4.12.7 Spelling Practice Quiz. Decide whether you want to read the definitions or just the words. The answers on **slide 44**, and students should note the words they need to practice.
  1. dictate
  2. prediction
  3. unpredictable
  4. contradict
  5. dictionary
  6. diction
  7. valedictorian

### Mixed Grammar and Spelling Review: (15 min)

Materials: 4.12.7 Mixed Review

- Students complete worksheets in pairs or independently.

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Day 8

Quiz: (20 minutes)

Materials:(Spelling & Homophone Dictation); Quiz Part 2 (Vocab and Grammar) [Cycle 12 Quiz](#)

[16-block Bingo Card.PDF](#)

**Quiz Part 1: Spelling and homophone dictation:** Read the definition twice for each word. Note that we aren't including definitions here because the pairs of words are similar.

No.	Word	definition
1	prediction	n/a
2	valedictorian	n/a
3	dictate	n/a
4	contradict	n/a
5	diction	n/a
6	dictionary	n/a
7	unpredictable	n/a

1. Read the sentence fluently once. Pause for 2 seconds.
2. Read the sentence at about half speed once. Pause for 20 seconds.
3. Read the sentence fluently once more. Pause until almost everyone or everyone is finished, and then move on to the following sentence.

8. She was **very** pleased with her art project.
9. The flavors of ice cream at the shop **vary** each week

**Quiz Part 2 on PearDeck:** vocab and grammar

**Post Quiz Activity:** Play charades, pictionary, or bingo! (Linked above or Alexis Teevens shared this [link](#) for a Bingo generator!). For a writing connection, challenge students to revise their most recent target task for correct pronoun/antecedent agreement.

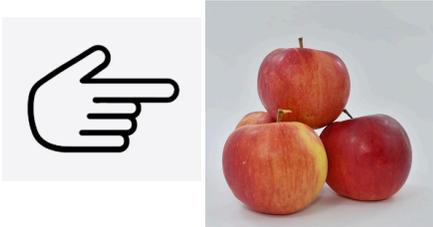
Name \_\_\_\_\_

Date \_\_\_\_\_

4.12.2

Write the correct pronoun in the blank.

1.



\_\_\_\_\_ are apples.

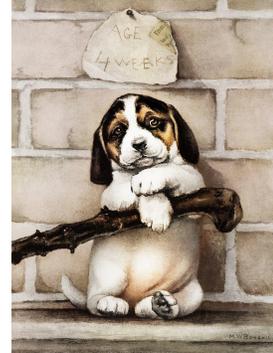
2.



\_\_\_\_\_ are markers.



3.



\_\_\_\_\_ is a puppy.

4.

\_\_\_\_\_ is a car.



5.



\_\_\_\_\_ is a bike.



6.

\_\_\_\_\_ is a bike.



4.12.3 Syllabication Practice

Name \_\_\_\_\_

**Part 1 Directions:** Syllabicate the words by drawing scoops under each syllable.

1. dictate

2. prediction

3. unpredictable

4. contradict

5. dictionary

6. diction

7. valedictorian

4.12.3 Continued

**Part 2 Directions:** Fill in the blank using the word bank.

dictate, prediction, unpredictable, contradict, dictionary, diction, valedictorian, very, vary

1. Do not \_\_\_\_\_ yourself if you want to be taken seriously.
2. Her \_\_\_\_\_ was so clear and precise that everyone understood the presentation.
3. At graduation, the \_\_\_\_\_ gave an inspiring speech to her classmates.
4. Please \_\_\_\_\_ yourself your answer clearly so everyone can hear.
5. You can find the meaning of that word in the \_\_\_\_\_.
6. His \_\_\_\_\_ about the election results was surprisingly accurate.
7. The weather has been so \_\_\_\_\_ lately, so it's hard to plan outdoor activities.
8. She was \_\_\_\_\_ excited to see her friends after the long break.
9. The weather can \_\_\_\_\_ greatly from day to day.

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Name \_\_\_\_\_

Date \_\_\_\_\_

Worksheet 4.12.4 Grammar

Please print separately (also saved in the cycle 12 folder)

[https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-thisth  
atthesethose.pdf](https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-thisth<br/>atthesethose.pdf)

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Name \_\_\_\_\_

4.12.5 Spelling Practice Quiz

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Worksheet 4.12.5



**Part 1: Directions. Fill in the blank with the correct adjective or pronoun. Then, identify the part of speech of that word.**

**Example.** This fork in my hand is made of plastic. (this/that/these/those)  
**part of speech:** adjective

1. \_\_\_\_\_ window over there is broken. (this/that/these/those)  
part of speech:
  
2. What is \_\_\_\_\_ spot on my shirt? (this/that/these/those)  
part of speech:
  
3. \_\_\_\_\_ artifacts in that display are very valuable.  
(this/that/these/those) part of speech:
  
4. \_\_\_\_\_ are the best cookies I've ever tasted.  
(this/that/these/those) part of speech:
  
5. I love \_\_\_\_\_ painting on the wall. (this/that/these/those)  
part of speech:

Part 2: Write a sentence with each homophone.

Vary:

Very:

Name \_\_\_\_\_

4.12.6 Spelling Practice Quiz

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Worksheet 4.12.6 Mixed Review**

**Part 1 Directions:** Complete the following sentences to show your understanding of each word.

1. I prefer to **dictate** my text messages rather than type them because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I made a **prediction** about the weather,  
but \_\_\_\_\_

\_\_\_\_\_

3. I don't want to **contradict** my friend, but

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. I want to be the **valedictorian**, so

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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5. Spring weather can be **unpredictable** because

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6. I couldn't find a dictionary to check my spelling,

so \_\_\_\_\_

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**Part 2. Read the section below from Chapter 2 of *Bud Not Buddy* (Bud was at Mr. and Mrs. Amos's house in this scene). Then, answer the questions that follow.**

She looked at her husband. "Mr. Amos will show you to the shed tonight and you can come back in tomorrow for breakfast before you go. I do hope your conscience plagues you because you may have ruined things for many others. I do not know if I shall ever be able to help another child in need. I do know I shall not allow vermin to attack my poor baby in his own house."

She talked like this and she wasn't even a preacher or a teacher. Shucks, she talked strange like this and she wasn't even a librarian.

1. What is the part of speech of the word, "this" in the passage?
  - a. adjective
  - b. pronoun

2. Explain your answer to #1.

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Worksheet 4.12.7 Mixed Review**

**Part 1. Write the word that goes with each example.**

1. I am a book that helps you find what words mean. What am I?

2. I am the top student who gives a speech at graduation. Who am I?

3. I tell people exactly what to do. What am I?

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4. I am a guess about what might happen in the future. What am I?
  
5. When two things don't agree, I am the word that describes it. What am I?
  
6. You can't predict me; I often surprise you. What am I?
  
7. I describe how clear and careful your words are. What am I?

**Part 2. Read the short passage below about The Great Depression and answer the following questions.**

*(1) The Depression affected millions of people. Many lost their jobs. Fewer than 3 million people did not have jobs in 1929. (2) That jumped to 12 1/2 million in 1932. (3) In that year, one-quarter of the nation's families did not have a single person working in a job.*

1. Which sentence uses *that* as a pronoun?
  - a. Sentence 1
  - b. Sentence 2
  - c. Sentence 3

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2. Which sentence uses *that* as an adjective?

- a. Sentence 1
- b. Sentence 2
- c. Sentence 3

**Part 3. Fill in the blank with the correct homophone: very/vary**

- 1. The difficulty of the math problems can \_\_\_\_\_greatly.
- 2. She was \_\_\_\_\_excited to start her new book.