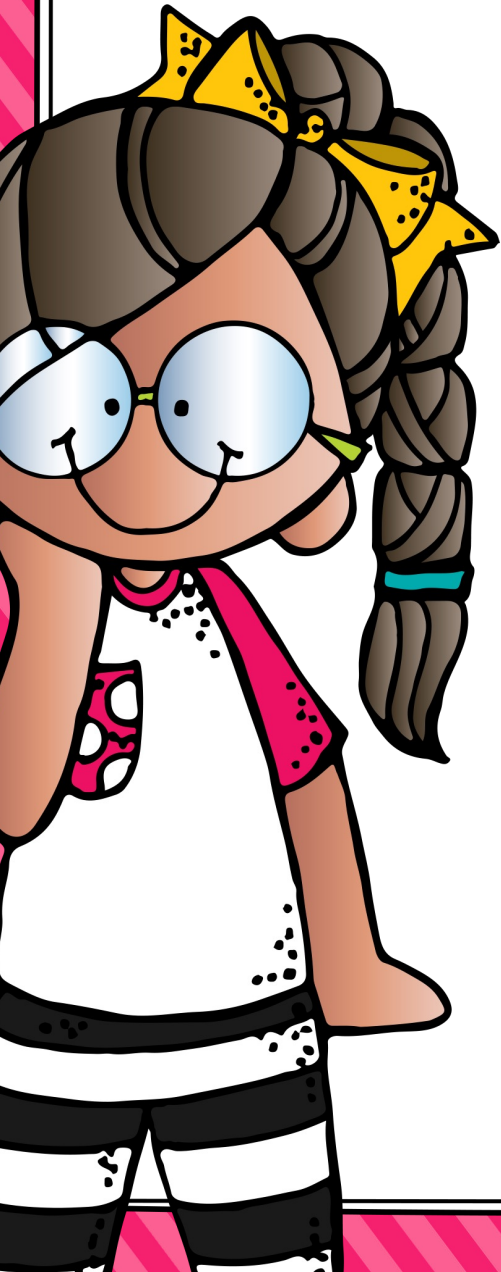


SPELLING

Unit Three



- ✓ Digraphs ar/or
- ✓ Digraphs er/ir/ur
- ✓ Word Parts
- ✓ Suffixes: 1-1-1 Rule
- ✓ Suffixes: Final e Rule
- ✓ Suffixes: y to i Rule
- ✓ Word Families
- ✓ Review

SPELLING STRATEGY

STEP 2:

3.2 DIGRAPHS ER/IR/UR

Er, ir, and ur are vowel digraphs that make the same sound.
At the end of a word

Read the paragraph. Then, follow each direction to find a word. Hint: All boxes should be checked.
Thursday is the best day of the week because I go to the library! The first thing I do when I arrive is

3.1 DIGRAPHS AR & OR

Ar and or are vowel digraphs.
The vowel sound is controlled by the letter

3.3 WORD PARTS

Some words can be broken into word parts that include prefixes, suffixes, and base words.

Read the paragraph. Then, follow each direction. Check a box each time you find a word. Hint: All boxes should be checked when you are done!
For months, Selma had been asking her dad for a kitten. She had been dreaming of a tiny, gray kitten. She thought it would be the perfect pet. When Selma got to the animal shelter, she saw

3.1 DIGRAPHS SPELLING

- Write each word as it is spelled.
- artist
 - charm
 - forge

3.1 DIGRAPHS AR & OR

AR and **OR** are vowel digraphs.
The vowel sound is controlled by

AR

arcade
carpet
sharp

OR

orc
stor
por

SUFFIXES

When a vowel is followed by a consonant, the vowel sound is controlled by the letter before it.




Choose the digraph.

Choose the digraph.

I was born in the month of

This unit includes 8 weeks of lessons, flexible enough to be taught even if you don't have a dedicated spelling block.



WEEKLY LESSON PLAN


LESSON: _____ SKILL: _____

DATE	ACTIVITY	NOTES
	PowerPoint Mini Lesson Pass out spelling lists and introduce weekly skill using the PowerPoint.	
	Interactive Notebook Activity Choose from two notebook activities to practice the weekly skill and spelling words.	
	Task Cards Use task cards and a recording booklet to practice the skill.	
	Practice Sheet Identify the weekly spelling skill in a written passage.	
	Homework Sheet Send home for students to practice their spelling words before being assessed.	
	Assessment Assess students on their spelling lists and the weekly skill.	

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UNIT THREE: AT A GLANCE

Below you will find an overview of each weekly objective. The Mini Lesson Practice Words can be used in the "Let's Practice" portion of your weekly PowerPoint. (You can also use your own words). Remember to sound out syllables exactly as they are written (e.g. dol lar, not dol ler and sur prise, not sur prise).



LESSON	OBJECTIVE	MINI LESSON PRACTICE WORDS
3.1	Digraphs ar & or Ar and or are vowel digraphs. The vowel sound is controlled by the letter r.	charm minor yardstick
3.2	Digraphs er, ir & ur Er, ir, and ur are vowel digraphs that all make the same sound. At the end of a word, the sound is usually spelled er.	shirt thunder disturbing
3.3	Word Parts Some words can be broken into word parts that include prefixes, suffixes, and base words.	dislike prefest refreshes
3.4	Suffixes Part 1: 1-1-1 Doubling Rule When a word has one syllable with one vowel followed by one consonant, we double the consonant before adding a suffix that begins with a vowel.	hottest swimmer huggable
3.5	Suffixes Part 2: Final e Rule When a word ends with e, we drop the e before adding a suffix that begins with a vowel.	latest eraser inviting
3.6	Suffixes Part 3: Y to I Rule When a word ends with a consonant and y, we usually change the y to i before adding a suffix, unless the suffix begins with l.	dried stories readily
3.7	Word Families Word families share a similar sound and spelling pattern. They can also share a base word and similar meaning.	trapping cloudiest unhappiness
3.8	Unit Three Review Let's review all the skills we learned in Unit Three!	artist closest preplanned

This unit covers the following Common Core Standards: RF.3.3, RF.3.3A, RF.3.3C, RF.3.3D, L.3.2, L.3.2E, and L.3.2F

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See your whole unit at a glance, and customize your weekly lesson plan based on your schedule.

PARTNER PRACTICE ROUTINE & SPELLING STRATEGY

11. Students will learn the following spelling strategy that they will continue to use all year to learn and spell words. I have included an anchor chart with the spelling strategy that you can display in your room.
- Say the word out loud.
 - Split the word into sounds or syllables.
 - Apply patterns, rules, or previous knowledge.
 - Spell or write the word.

SPELLING STRATEGY

STEP 1: SAY Say the word out loud.	STEP 2: SPLIT Split the word into sounds or syllables.
STEP 3: APPLY Apply patterns, rules, or previous knowledge.	STEP 4: SPELL Spell or write the word.

PARTNER PRACTICE ROUTINE

Students can use the spelling strategy during daily partner practice. If time permits, spend five minutes at the start of every spelling lesson using the partner practice routine. You can also use this routine any time you have a few extra minutes available!

- Students will use the words in their spelling notebooks from Day 1.
- Students will work with partners and swap spelling books (if they are using different lists). Student 1 will read the first word to their partner. Student 2 will spell the word aloud using the spelling strategy: Say, Split, Apply, Spell.
- If a student spells the word incorrectly, their partner can share the correct spelling and check the box under "learn." This word can then be practiced the next day during partner practice.
- Students will take turns quizzing each other on words. Many words as time allows, but aim for at least five words each can practice at 15 words over three days.

UNIT 1 LESSON 1

SPELLING WORDS - LIST B

1. when
2. when
3. when
4. when
5. when
6. when
7. when
8. when
9. when
10. when
11. when
12. when
13. when
14. when
15. when

SCHEDULE OPTIONS

The Not So Wimpy Spelling Curriculum is a flexible program that can be incorporated with any schedule, even if you don't have a daily block of time dedicated to direct spelling instruction. Here are some sample schedules. Note: Days do not need to be taught consecutively, e.g., on a 2-day schedule, Day 1 could be Monday and Day 2 could be Friday.

5-DAY SCHEDULE

Day 1	PowerPoint mini lesson*
Day 2	Partner practice + interactive notebook
Day 3	Partner practice + task card scoot
Day 4	Partner practice + practice sheet
Day 5	Assessment

4-DAY SCHEDULE

Day 1	PowerPoint mini lesson*
Day 2	Partner practice + interactive notebook
Day 3	Partner practice + task card scoot
Day 4	Assessment
Options	Use the practice sheet as bell work, homework, or independent work.

3-DAY SCHEDULE

Day 1	PowerPoint mini lesson*
Day 2	Partner practice + interactive notebook
Day 3	Assessment

DAY THREE: TASK CARDS

On Day Three, students will practice the weekly skill using task cards. Each student will need a recording booklet. Students will use the same booklet for the entire 8-week unit. You can also print the sheets individually if you choose not to use the booklet.

If time allows, spend a few minutes using the partner practice routine. Remind students to practice any words they missed the previous day as well as new words.

DAY TWO: INTERACTIVE NOTEBOOK

Day Two provides an opportunity to practice the weekly skill in addition to the weekly spelling words. There are two interactive notebook activities for each week of lessons. One offers general practice of the weekly skill while the other focuses specifically on applying the skill to final week's spelling words. Choose the option you prefer! The activities stay consistent from week to week so students know what to expect and can prepare and complete their activity quickly.

- If time allows, spend five minutes using the partner practice routine. Students will rotate in their spelling notebooks which words they missed and will want to practice later in the week.
- Students will then complete an interactive notebook activity. I have kept the cuts super simple so students can do this quickly! I have also printed these on half-sheet to save paper. Each half-sheet will easily fit in either a standard notebook or a composition notebook.

Students will cut out the top and bottom rectangles and glue the page into their spelling notebooks on the right page next to the week's spelling list. Students will add a page number on the bottom of the page and update their Table of Contents. Students will complete the notebook activity by following the directions written on the page. If you do not have dedicated time for spelling, the notebook activity can be completed independently, as a center, or as bell work. Partner practice can take place at any time throughout the day when you have a few spare minutes!

Students will apply glue underneath the top rectangle and on the sides of the flaps as shown.



DAY FIVE: ASSESSMENT

On Day Five, you will assess students on their spelling words and the portion of the assessment is used for students to write their spelling words. The bottom portion asks students to apply the skill learned during the week.

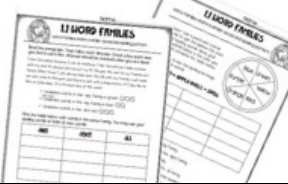
- If time allows, spend a few minutes using the partner practice routine. Encourage students to focus on any words they missed the previous week.
- Then, students will complete the assessment. Remind students to focus on the group, the remaining words.

DAY FOUR: PRACTICE SHEET & HOMEWORK

Day Four provides an opportunity for students to identify the spelling skill in the words and apply the skill to new or existing words. An optional homework sheet provides an opportunity to practice their words at home before being assessed in class.

- If time allows, spend a few minutes using the partner practice routine. Remind students to practice any words they missed on previous days actively with a small group.
- Students can complete the table on the practice sheet by applying the skill to new words they think of, or they can use words from their spelling list. Advanced students will like the challenge of finding new words, while your beginning spellers will like the challenge of finding new words to use as a resource for finding words. Compound sentences, include an adverb, write about a topic you are studying, social studies, etc.
- Students do not have daily time blocked for spelling, this activity can be completed during morning work, as homework, or during independent work time.

Tip: If you are using the provided homework, I recommend printing it double-sided with the practice sheet and sending it home the night before the assessment.



DAY ONE: POWERPOINT MINI LESSON

Introduce the skill for the week, along with the spelling lists that will be used for the week. You will need approximately 20 minutes for this lesson.

Students will use their spelling list/family letter. Ask them what they notice about the words and if they can guess this week's spelling skill.

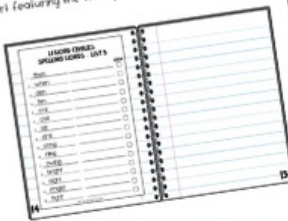
The PowerPoint will contain an opportunity for students to practice writing the words you have dictated. I like to give students individual whiteboards on which they can practice spelling the words you dictate. They can also spell aloud with a partner.

After the PowerPoint mini lesson, students will cut their spelling list/family letter out of the PowerPoint. They should glue their spelling list onto the next available left page of their spelling notebooks, number the bottom of the notebook page, and add the page number to the Table of Contents.

Each family letter goes into folders or cubbies to be sent home.

If time permits, students can then practice writing their new words in their spelling notebooks on the provided lines. This can also be done independently at a later time.

Optional: Display the anchor chart featuring the weekly skill.



Glue each new spelling list to the left side of the open notebook. Write a page number on the bottom of the page.

Includes detailed directions and sample schedules so you can choose how to best incorporate spelling into your day



**3.1 DIGRAPHS AR & OR
SPELLING WORDS - LIST A**

artist _____
charm _____
forget _____
major _____

**3.1 DIGRAPHS AR & OR
SPELLING WORDS - LIST C**


1. artistic _____
2. author _____
3. cheddar _____
4. correct _____
5. farther _____

**3.1 DIGRAPHS AR & OR
SPELLING WORDS - MI**

1. arcade _____
2. carpet _____
3. doctor _____

**3.1 DIGRAPHS AR & OR
SPELLING WORDS - LIST B**

rn _____ LEARN
ade _____
bet _____
tor _____
ar _____
mat _____
den _____
sh _____
ket _____
or _____
ning _____
nan _____
ark _____
t _____



DIGRAPHS AR & OR

Ar and or are vowel digraphs. The vowel sound is controlled by the letter r.

<ul style="list-style-type: none"> • <u>ar</u>tist • <u>ch</u>arm 	<ul style="list-style-type: none"> • <u>o</u>llar • <u>o</u>rbit 	<ul style="list-style-type: none"> • <u>o</u>rgan • <u>o</u>rganizer
---	--	--

<p>Write one of your spelling words:</p> <p>_____</p> <p>Under the flap, write another word that uses the same vowel digraph.</p>	<p>Write one of your spelling words:</p> <p>_____</p> <p>Under the flap, write another word that uses the same vowel digraph.</p>
<p style="color: blue; font-family: cursive;">I saw a squirrel carrying an <u>acorn</u>.</p>	<p>Write three spelling words you want to practice.</p> <p>Underline the</p>

Write words that use the digraph or.

the _____
ing or _____
rite _____
w _____

Differentiated spelling lists allow students to work at their level, or you can use the mixed spelling list for your whole class.

LET'S REVIEW!

The digraph **ck** is only used immediately after a short vowel.

✓ think

3.3 WORD PARTS

Each of these words contain a **base word** and a **prefix**.

disagree

defrost

unhappy

misbehave

ere used in the words above?

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LET'S PRACTICE!

Pair up a base word and a suffix from each table to make new words.

BASE WORDS

care	thrill
slow	wash
stand	bench

SUFFIXES

WRAP IT UP!

★ Turn and talk:

What are the three word parts we learned about today? Share one example of each.

★ Challenge: See if you can m

Each week begins with a PowerPoint mini lesson to introduce the skill. Review is spiraled throughout each unit.

3.6 SUFFIXES: Y TO I RULE

When a word ends with a consonant and y usually **CHANGE THE Y TO I** before adding a suffix with i.

3.4 SUFFIXES: 1-1-1 RULE

When a word has **ONE** syllable with followed by **ONE** consonant, we **change the consonant** before adding a **suffix** with a vowel.

big + est → bigg

run + er → runr

sitt

Name: _____



3.1 DIGRAPHS AR & OR

Ar and or

1
park

4
for

Name: _____



3.4 SUFFIXES

When a word followed by one consonant before adding a

1
tagged

2
plann

4
flattest

5
no

Choose the correct digraph and write the word.

The st___k was covered with black and white feathers.

ar / or



3

Use the to spell v

flo

Choose the correct digraph and write the word.

I was b___n in the month of May.

ar / or



Task cards provide a fun, interactive way to practice spelling words and skills. Use one recording booklet for the whole unit!



Name _____

3.2 DIGRAPHS E

Er, ir, and ur

Name _____

DIGRAPHS AR & OR

Ar and or are vowel digraphs. The vowel sound is controlled by the letter r.

Write each direction. Check a box each time you are done.

Read the story below. Fill in the blanks with the digraph.

I st_____ted playing soccer when I was 4 years old. I sp_____t! I even had a soccer-themed birthday party when I turned six. I practice every m_____ning before school. On Thursdays, I meet my friends at the p_____ and try to play a whole game before it gets dark.

ar	

Name _____

3.3 WORD PARTS

Some words can be broken into word parts that include prefixes, suffixes, and base words.

Read the passage below. Write each time you find a word part.

Name _____

3.4 SUFFIXES

When a word has one syllable with one vowel, double the consonant before adding a suffix.

Write words in the table below.

Word in red.

Double consonant in blue.

Suffix in green.

Name _____

3.1 DIGRAPHS AR & OR

Ar and or are vowel digraphs. The vowel sound is controlled by the letter r.

Sort your spelling words according to the vowel digraph in each word.

AR	OR
artist charm march	forget major

Read the story below. Fill in the blanks with the digraph.

I st_____ted playing soccer when I was 4 years old. I sp_____t! I even had a soccer-themed birthday party when I turned six. I practice every m_____ning before school. On Thursdays, I meet my friends at the p_____ and try to play a whole game before it gets dark.

3.1 DIGRAPHS SPELLING WORDS

- artist
- charm
- forget
- major
- march
- orbit
- party
- porch
- radar
- rumor
- scarf
- sharp
- short
- start

Each week of lessons includes a practice sheet and optional homework sheet.

3.3 WORD PARTS

ANSWER KEY - LIST A

Write each word as it is read aloud.

1. unlocked
2. reheats
3. mistake
4. unzip
5. standing
9. sports
10. joyful
11. sadly
12. faster
13. jumped

3.3 WORD PARTS

ANSWER KEY - LIST B

Write each word as it is read aloud.

1. restart
2. preheated
3. replaying
4. louder
5. pretest
9. watches
10. unfair
11. stronger
12. disorder
13. nicely

3.3 WORD PARTS

Name: _____ List: A B C

Write each word as it is read aloud.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Circle or highlight the prefix or suffix in each word below.



unsure	growing
nicely	preview
careful	redo

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3.3 WORD PARTS

Name: _____ List: A B C

Write each word as it is read aloud.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Circle or highlight the prefix or suffix in each word below.



unsure	growing
nicely	preview
careful	redo

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ng
ed

ing
ew
o

Included assessments test students on both their spelling list and the weekly skill. Answer keys are included as well!

SPELLING

UNIT ONE

Word families
Consonants & vowels
Syllables
Short vowels
Long vowels
Consonant blends
Digraphs sh/th/ph
Unit one review

SPELLING UNIT TWO

Using tch and ch

Using ck and dge

Double consonants

Closed syllables

Final e & long vowels

Digraphs ay/ai

Digraphs oy/oi

Unit two review

SPELLING

UNIT THREE

Digraphs ar/or

Digraphs er/ir/ur

Word parts

Suffixes Part 1:

1-1-1 doubling rule

Suffixes Part 2:

Words ending final e rule

Suffixes Part 3:

y to i rule

Word families

Unit three review

SPELLING UNIT FOUR

-le words

Long A words

Long E words

Long I words

Long O words

Long U words

Compound words

Unit four review