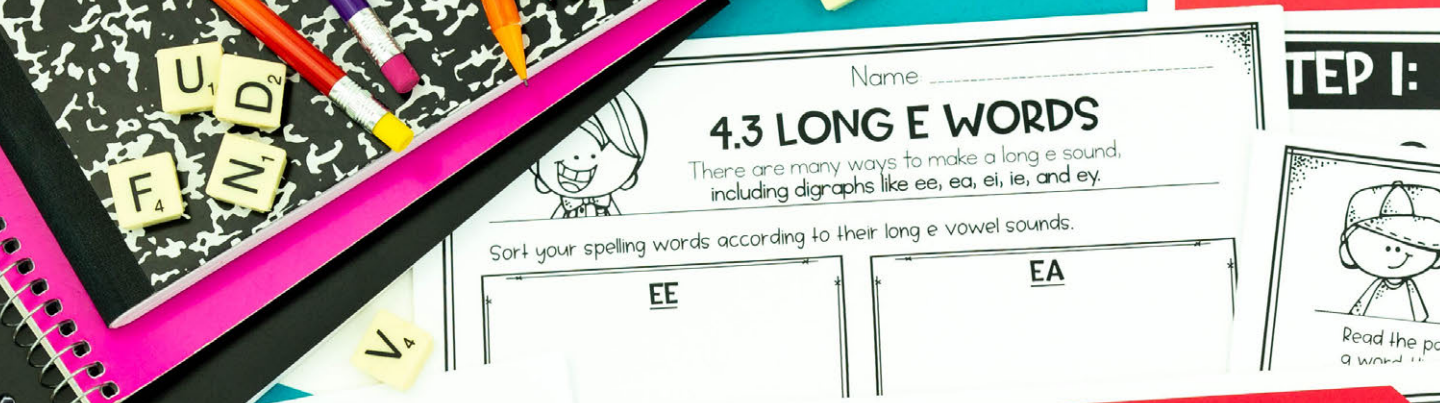


SPELLING

Unit Four



- ✓ Consonant + le words
- ✓ Long a words
- ✓ Long e words
- ✓ Long i words
- ✓ Long o words
- ✓ Long u words
- ✓ Compound words
- ✓ Review



Name _____

4.3 LONG E WORDS

There are many ways to make a long e sound, including digraphs like ee, ea, ei, ie, and ey.

Sort your spelling words according to their long e vowel sounds.

<u>EE</u>	<u>EA</u>
-----------	-----------

STEP 1:

Read the page
a word

4.5 LONG O WORDS

There are many ways to make a **LONG O SOUND**, including

Name _____

OE

toe

echoed

Name _____

4.1 CONSONANT

Words that end with a consonant letter must be followed by a vowel because every syllable must have a vowel.

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____

4.3 LONG E WORDS

There are many ways to make a long e sound, including digraphs like ee, ea, ei, ie, and ey.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

Write the word that has a long e vowel sound.

been
feed
spend

1

piece

2

Split the word into syllables.

Split the syll

ex

Split the w
syllab

puzzl

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

SPELLING STRATEGY

4.3 LONG E WORDS

There are many ways to make a long e sound, including digraphs like ee, ea, ei, ie, and ey.

Name: _____

according to their long e vowel sounds.

	EA
--	----

STEP 1:

STEP 2:

SPLIT



4.1 CONSONANT + LE WORDS

Words that end with a consonant and the letter l must be followed by the letter e because every syllable needs a vowel.

Read the paragraph. Then write a word.

Check a box each time you find when you are done!

LONG O WORDS

There are many ways to make a long o sound, including

4.1 CONSONANT + LE WORDS

Name: _____
Write each word as it is read.

1. beach
2. begin
3. brief

4.3 LONG E SPELLING WORDS



Dear Families,
This week...

4.3 LONG E WORDS

There are many ways to make a long e sound, including graphemes like ee, ea, ei, ie, and ey.

4.1 CONSONANT + LE WORDS



Words that end with a consonant and the letter l must be followed by the letter e because every syllable needs a vowel.

1. _____

2. _____



CONSONANT + LE WORDS

Words that end with a consonant and the letter l must be followed by the letter e because every syllable needs a vowel.

purple = pur-ple

Write a word that ends with:

-cle

Write a word that ends with:

-dle

Write a word that ends with:

-kle

Write a word that ends with:

-tle

key

believe

LONG E WORDS

There are many ways to make a long e sound, including digraphs like ee, ea, ei, ie, and ey.

- receive
- brief
- money

Split the word into syllables.

Split the syllable


ex

Split the word into syllables.

puzzle



Lessons are concept-based with a focus on understanding common spelling rules and patterns.



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 FOUR: 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. monkey, not mun key and ag onize, not ag unize).



LESSON	OBJECTIVE	MINI LESSON PRACTICE WORDS
4.1	Consonant + le words Words that end with a consonant and the letter l must be followed by the letter e.	title trample rectangle
4.2	Long A Words There are many ways to make a long a sound, including graphemes like aigh, elgh, ei and ey.	weigh survey straightened
4.3	Long E Words There are many ways to make a long e sound, including digraphs like ee, ea, ei, ie, and ey.	beach receive retrieve
4.4	Long I Words There are many ways to make a long i sound, including graphemes like igh, ie, and y.	tight refried comply
4.5	Long O Words There are many ways to make a long o sound, including digraphs like oe, oa and ow.	toes follow approach
4.6	Long U Words There are many ways to make a long u sound, including graphemes like ew, oo, ue, ui and oo.	renew argue teaspoon
4.7	Compound Words A compound word is two words combined to make a new word. We can apply spelling rules to each word.	bedroom overdue grasshopper
4.8	Unit Four Review Let's review all the skills we learned in Unit Four!	handle airplane insightful

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 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.

STANDARD FORMATS

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

WORD FRAMES

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

DAY ONE: POWERPOINT MINI LESSON

Introduce the skill for the week, along with the spelling lists that you will use 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 list.

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.

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 with their spelling group, the remaining time.

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 before class. 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 the 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. Use as a resource for finding words: compound sentences, include an adverb, write about a topic you are studying, social studies, etc.

For adding a challenge to the "write a sentence" part of the worksheet, students do not have daily time blocked for spelling, this activity can be completed during 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.

11 WORD FRAMES

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

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

4.1 CONSONANT + LE WORDS
SPELLING WORDS - LIST B

1. drizzle
2. gentle
3. middle
4. noble
5. recycle
6. single

4.1 CONSONANT + LE WORDS
SPELLING WORDS - LIST C

1. article
2. bicycle
3. cradle
4. cubicle
5. dwindle
6. enable
7. example
8. obstacle

4.1 CONSONANT + LE WORDS
SPELLING WORDS - MIXED

1. bicycle
2. bubble
3. gentle
4. handle
5. puzzle
6. raffle
7. single

4.1 CONSONANT + LE WORDS
SPELLING WORDS - LIST A

- | | LEARN |
|------------|--------------------------|
| 1. able | <input type="checkbox"/> |
| 2. angle | <input type="checkbox"/> |
| 3. apple | <input type="checkbox"/> |
| 4. bubble | <input type="checkbox"/> |
| 5. handle | <input type="checkbox"/> |
| 6. idle | <input type="checkbox"/> |
| 7. little | <input type="checkbox"/> |
| 8. puzzle | <input type="checkbox"/> |
| 9. raffle | <input type="checkbox"/> |
| 10. rattle | <input type="checkbox"/> |
| 11. simple | <input type="checkbox"/> |
| 12. single | <input type="checkbox"/> |
| 13. tackle | <input type="checkbox"/> |
| 14. title | <input type="checkbox"/> |
| 15. uncle | <input type="checkbox"/> |

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CONSONANT + LE WORDS



Words that end with a consonant and the letter l must be followed by the letter e because every syllable needs a vowel.
purple = pur ple

Write one of your spelling words:	<input type="text"/>
Under the flap, write a word with the same final syllable.	<input type="text"/>
Write one of your spelling words:	<input type="text"/>
Under the flap, write a word with the same final syllable.	<input type="text"/>

handle

LONG E W

are many ways to including digraphs like ea

- see
- real
- receive
- brief

a word es the elling of as:

Write that u same sp long e

sec

Write a w that uses same spelling long e as

believe

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!

Adding an **e** to the end of a word is one way to make a **long vowel sound**.

4.3 LONG E WORDS

~~ther~~

Here are some other ways to make the **LONG E SOUND**.

LET'S PRACTICE!

Here are some words in the same **WORD FAMILIES!**

extreme	extremes	extremely	extremist
freeze	freezing	freezes	refreeze
yield			

monkey

ing

make any other

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WRAP IT UP!

★ Turn and talk:


Tell your partner one way to spell the long e sound and one word that uses that spelling.

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

- 1. bubble
- 2. handle
- 3. gentle
- 4. handle
- 5. puzzle
- 6. raffle
- 7. single

LEARN

-
-
-
-
-
-
-




CONSONANT + LE WORDS

Words that end with a consonant and the letter l must be followed by the letter e because every syllable needs a vowel.

purple = pur ple

Write one of your spelling words:	handle
Under the flap, write a word with the same final syllable.	
Write one of your spelling words:	Write one of your spelling words:
Under the flap, write a word with the same final syllable.	Under the flap, write a word with the same final syllable.



CONSONANT + LE WORDS

Words that end with a consonant and the letter l must be followed by the letter e because every syllable needs a vowel.

LONG E WORDS

There are many ways to make a long e sound, including digraphs like ee, ea, ei, ie, and ey.

- see
- real
- receive
- brief
- money

Write a word that uses the same spelling of long e as:

seat

Write a word that uses the same spelling of long e as:

believe

Choose from two interactive notebook activities each week to practice the weekly skill and spelling words.

4.1 CONSONANT + LE WORDS

4.3 LONG E WORDS

There are many ways to make a **LONG E SOUND**, including digraphs like **ee, ea, ei, ie, and ey.**

with a **CONSONANT**
be followed by
1 syllable needs

spring


have hi

EE	EY
see	key
cheese	

Name: _____

4.1 CONSONANT + LE WORDS


Words that end in the consonant and the letter l must be spelled because even



Name: _____

4.3 LONG E WORDS

There are many ways to make a long e sound, including digraphs like ee, ea, ei, ie, and ey.



1. puzzle	2. ex
4. staple	5.
7. bicycle	8.
10. stable	

1. feed	2. piece	3. honey
4. beach	5. receive	6. The
7. Compete	8.	9.
10.	11.	

Write a word that uses the same final syllable as the word below.


mumble



10

Write a word that uses the same final syllable as the word below.

mumble



10

Write a word that uses the same final syllable as the word below.

mumble



12

Write a word that uses the same long e as the word below.

Write a word that uses the same spelling as the word below.


Fill in the blank with the correctly spelled word.

My class will _____ in a relay race on field day.

compete / compeat

My _____ likes to _____ favorite necklace.

steal / steele



7

8

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




H I
S R

Name: _____

4.3 LONG E WORDS

There are many ways to make a long e sound including digraphs like ee, ea, ei, ie, and ey.



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!

Last week, Sebastian went on his first field trip to the city zoo. On the way, Sebastian got to sit between his teacher and his best friend, Lily. When the children split up to explore the zoo, Sebastian can visit the city zoo with his teacher and Lily.

TradeQuest

Name: _____

4.1 CONSONANT + LE WORDS

Words that end with a consonant and the letter l must be followed by the letter e because every syllable needs a vowel.

Directions: Use a pencil and a small paper clip to spin the spinner for each of your spelling words. Write your spelling words below in the color you spin! Then, complete the tasks below.

Remember to use the spelling strategy to write your words.

SAY → SPLIT → APPLY RULES → SPELL

bicycle		
bubble		
gentle		
handle		
puzzle		

PIECE IT TOGETHER!

Look at the puzzle pieces below. Rearrange the syllables on each piece to form a word. Write the word on the line.

ex rec gle

Name: _____


4.1 CONSONANT + LE WORDS

Words that end with a consonant and the letter l must be followed by the letter e because every syllable needs a vowel.

Directions: Use a pencil and a small paper clip to spin the spinner for each of your spelling words. Write your spelling words below in the color you spin! Then, complete the tasks below.

Remember to use the spelling strategy to write your words.

SAY → SPLIT → APPLY RULES → SPELL



bicycle		
bubble		
gentle		
handle		
puzzle		

PIECE IT TOGETHER!

Look at the puzzle pieces below. Rearrange the syllables on each piece to form a word. Write the word on the line.

ex rec gle

4.1 CONSONANT + LE SPELLING

- bicycle
- bubble
- gentle
- handle
- puzzle
- raffle
- single
- sparkle
- staple
- struggle
- title
- trample
- twinkle

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

4.3 LONG E WORDS

Name: _____ List: A B C

Write each word as it is read aloud.

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

Circle the words that have a long e sound.



turkey	helmet	seed
secret	yield	spied
been	steam	they

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4.3 LONG E WORDS

Name: _____ List: A B C

Write each word as it is read aloud.

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

Circle the words that have a long e sound.



turkey	helmet	seed
secret	yield	spied
been	steam	they

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4.3 LONG E WORDS

ANSWER KEY - LIST A

Write each word as it is read aloud.

1. theme 9. begin
2. three 10. money
3. brief 11. feed
4. field 12. fever
5. beach 13. hero
6. key 14. here
7. team 15. these
8. ceiling

Circle the words that have a long e sound.



<u>turkey</u>	helmet	<u>seed</u>
---------------	--------	-------------

4.3 LONG E WORDS

ANSWER KEY - LIST B

Write each word as it is read aloud.

1. belong 9. street
2. delete 10. compete
3. teach 11. honey
4. steal 12. monkey
5. green 13. chief
6. piece 14. these
7. receive 15. elect
8. behind

Circle the words that have a long e sound.



<u>turkey</u>	helmet	<u>seed</u>
---------------	--------	-------------

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

Consonant + le words

Long A words

Long E words

Long I words

Long O words

Long U words

Compound words

Unit four review