

# Teacher Directions

The activities in this unit are designed to take approximately 10 minutes per day.

Here is a schedule that I have created.

**Monday:** Teach a mini lesson using the PowerPoint

**Tuesday:** Practice the skill using the notebook activity

**Wednesday:** Incorporate writing using the writing activity

**Thursday:** Practice using a task card scoot\*

**Friday:** Assess with the provided assessment

\*The task card scoot MIGHT take your kids longer than 10 minutes.



# Monday: Mini Lesson

Use this time to introduce the weekly grammar skill. Use the provided PowerPoint. The lesson does encourage collaboration. It is important that students have a shoulder partner to share with.

The slides do ask students to come up with additional examples. You can just record these on the board if you like.

Slides can be printed if you want to have an anchor chart/poster for your classroom.



# Monday: Mini Lesson

## SPELLING PATTERNS <<<

Dropping the e or doubling the consonant before adding suffixes are both common **spelling patterns**.

Understanding **spelling patterns** helps us spell words!

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## SPELLING PATTERNS <<<

Many **spelling patterns** depend on whether a word has a **short vowel sound** or a **long vowel sound**.

Words with short vowel sounds

cat  
bed  
sit  
top  
sun

safe  
be  
like  
hope  
rule

Words with long vowel sounds

Write down your partner which short or long vowel sounds are in your name.

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# Tuesday: Notebooks

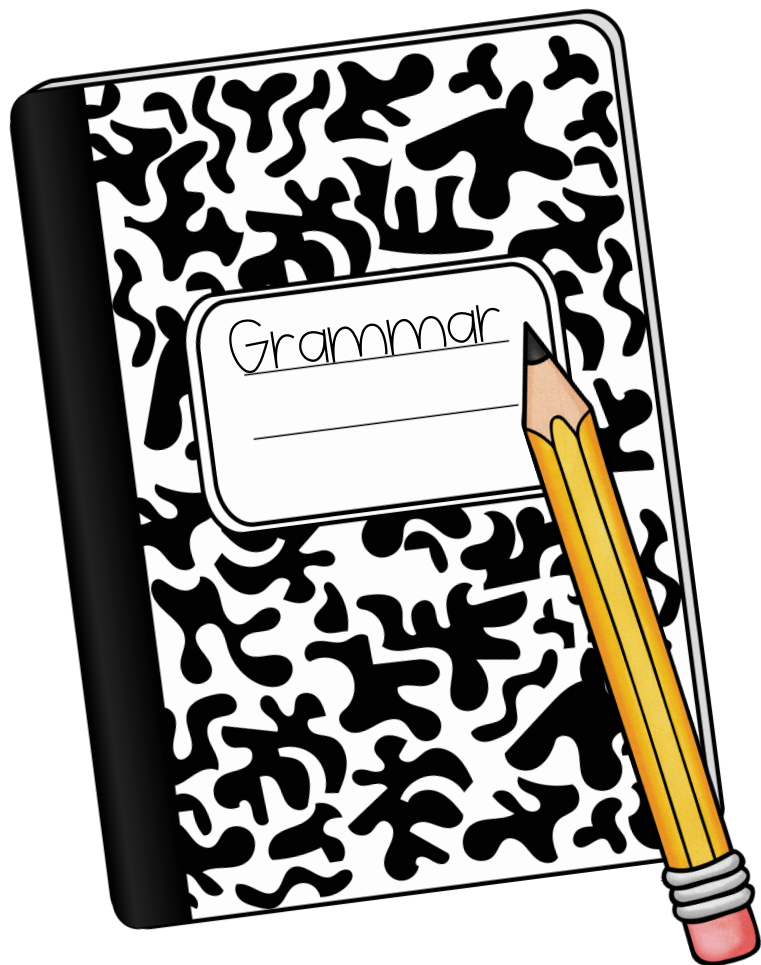
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

Students can work independently or with a partner.

If time permits, you can have students share an example that they have included in their notebook.



# Tuesday: Notebooks



My brother wears <u>biger</u> shoes than me.	<b>Spelling patterns</b>	The <u>hikeer</u> made it to the top of the mountain.
My mom always makes chocolate <u>fuge</u> in December.		In science, we learned why items <u>sinck</u> or float.
I asked for two scoops on my ice cream <u>con</u> .		Dad and I like to play <u>cach</u> after school.
Kia puts on a helmet before <u>rideing</u> her bike.		The <u>snack</u> slithered out of its cage.

Directions: On each flap, circle the word that is misspelled. Write the correct spelling under the flap.

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# Wednesday: Writing

Today students will be taking their new language skill and incorporating it into their writing.

Simply use the PowerPoint provided to guide students as to what they should be writing.

Students will write independently, but then they will work with a partner to continue practicing their weekly skill.



# Wednesday: Writing

## SPELLING PATTERNS <<<

Choose a pair of words below. Use them in two related sentences.

snack - snake

back - bake

hop - hope

spin - spine

Ex: Yesterday I did a fancy spin on my skateboard.  
Unfortunately, I fell and hurt my spine!

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## SPELLING PATTERNS <<<<

Trade papers with your partner. Check their spelling.

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# Thursday: Task Cards

Today students will be practicing using task cards. Each student will need a recording sheet. You will need one set of the task cards for the class.

Spread the task cards around on the desks.

Students can start with the card closest to them and then scoot to the next card. It does not matter the order that they complete the cards and they can work at their own pace.

If needed, you can scoot with some of your lowest learners to offer support.

This can be a graded assignment or something that you discuss as a whole group.



# Thursday: Task Cards

Use correct  
spelling and write  
the new word.

hot + est

Use correct  
spelling and write  
the new word.

ride + er

2

Use correct  
spelling and write  
the new word.

hot + est

8

# Friday: Assessment

## Spelling Patterns

Name: \_\_\_\_\_

Write the new word on the line.

like + ed \_\_\_\_\_

win + ing \_\_\_\_\_

big + er \_\_\_\_\_

Circle the word that completes each sentence.

1. The windy weather was perfect for flying a (kit/kite).
2. My little sister used a whole (tub/tube) of toothpaste.
3. We (cut/cute) the pizza into 10 slices.

Write the underlined word using correct spelling.

Today students will work independently to take an assessment. The assessment is on a half sheet to save paper!

An answer key is included.

