



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

**STEP 1: SAY**  
Say the word out loud.

**STEP 2: SPLIT**  
Split the word

**UNIT TWO: AT A GLANCE**  
The Mini Lesson Practice Words below can be used in the "Let's Practice" portion of your weekly PowerPoint. Remember to sound out words and syllables exactly as they are written (e.g. oi in oi...).

**2.5 VOWEL TEAMS OY & OI**

The **VOWEL TEAM OI** is found in the middle of words and syllables of words.

**2.5 VOWEL**  
We use oi at the beginning of base words and the end of syllables.

**2.1 LONG VOWELS: FINAL E**  
Adding an e to the end of a word is one way to make a long vowel sound.

LIST A	2.1 LONG VOWEL SPELLING
bike	1. <u>alike</u>
cake	2. <u>awake</u>
cute	3. <u>became</u>
fine	4. <u>cake</u>
here	
hide	
home	
huge	
line	
snake	

**2.1 LONG VOWELS: FINAL E**  
Adding an e to the end of a word is one way to make a long vowel sound.

Dear Families,  
In Unit 2, we will learn about different ways to make a long vowel says its name. (Note: Long u can be pronounced with a "oo" as in *fun*.) We will add the letter "e" to the end of words like...

**2.1 LONG VOWELS: FINAL E**  
Adding an e to the end of a word is one way to make a long vowel sound.

**2.5 VOWEL TEAMS OY & OI**  
We use oi at the beginning or middle of base words and syllables. We use oy at the end of base words and syllables.

- toy
- joyful
- loyal
- oink
- spoil
- rejoice

Write one of your spelling words with the vowel team oy:

Under the flap, write where the vowel team is found in the word.

Write a spelling word with the vowel team oy or oi:

Under the flap, write where the vowel team is found in the word.

**2.1 LONG VOWELS: FINAL E**  
Adding an e to the end of a word is one way to make a long vowel sound.

Write each word as it is read aloud.

1. home

2. hide

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

What contains \_\_\_\_\_

file fill

mall male

rat rate

**Spell the underlined word correctly.**  
I will bring extra coyns for the candy machine.

tap

can

hop

4

## 2.8 UNIT TWO REVIEW

Let's review all the skills we learn

LIST A	LIST B
focus	avoid

## 2.6 VOWEL TEAMS

There are many ways to r including vowel team

LIST A	LIST B
--------	--------

## 2.3 OPEN SYLLABLES

An open syllable ends with c makes a long vowel

LIST A	LIST B
alone	agent
basic	also
even	

## 2.2 SOFT C & G

When followed by e, the letters c and g make a soft sound at the end of a word

LIST A	LIST B	LIST C	MIXED
	advice	chance	advice
	dance	change	cage
	fence	force	chance
	image	grace	dance
	lace	lounge	force

## UNIT TWO SPELLING TEST



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

Write each word as it is read aloud.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Circle the word that

1. We flew on a \_\_\_\_\_  
plan

2. I get dizzy when \_\_\_\_\_  
spir

In each pair, circle

dog caç

dance c

Circle or highlight and a long vowel t

zero

sunset

Circle or highlight completes each v

1. Kaya will go t

2. We planted

## UNIT TWO: AT A GLANCE

The Mini Lesson Practice Words below can be used in the "Let's Practice" portion of your weekly PowerPoint. Remember to sound out words and syllables exactly as they are written (e.g. pi lot, not pi luh) and alone, not uh lone).

LESSON	OBJECTIVE	MINI LESSON PRACTICE WORDS
2.1	Long Vowels: Final E Adding an e to the end of a word is one way to make a long vowel sound.	sam inst expl
2.2	Soft C & G Sounds When followed by e, the letters c and g make a soft sound at the end of a word.	cr dr pr
2.3	Open Syllables An open syllable ends with a single vowel that makes a long vowel sound.	
2.4	Vowel Teams ai & ay We use ai at the beginning or middle of base words and syllables. We use ay at the end of base words and syllables.	
2.5	Vowel Teams oy & oi We use oi at the beginning or middle of base words and syllables. We use oy at the end of base words and syllables.	
2.6	Vowel Teams ea & ee There are many ways to make the long e sound, including vowel teams like ea and ee.	
2.7	Vowel Teams ow & oa We usually use oa at the beginning or middle	

## 2.1 LONG VOWELS: FINAL E

Name: \_\_\_\_\_  
Write each word as it is read aloud. List A B C

- home \_\_\_\_\_
- hide \_\_\_\_\_
- use \_\_\_\_\_
- wave \_\_\_\_\_
- cake \_\_\_\_\_
- huge \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Circle the word in each pair that contains a long vowel sound

- lace
- nice
- page
- produce
- revenge
- rice
- sing
- space
- stage
- twice

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!

Which word is spelled correctly?

What spelling rule, pattern, or prior knowledge can you apply to help you find the answer?

T~~plai~~ baseball

T~~plav~~ baseball

## 2.6 VOWEL TEAMS EA & EE

We also know that **open syllables** end with a long vowel.

even = e<sup>open syllable</sup>ven

★ Turn and talk: Look around your classroom. Find an object or person's name that contains an open syllable.

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## LET'S PRACTICE!

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

each	beach	teach	reach
feet	beet	meet	sheet

## WRAP IT UP!

★ Turn and talk:

Which **VOWEL TEAMS** did we learn about today?

Tell your partner a word that uses each **VOWEL TEAM**



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

## 2.2 SOFT C & G

The letters c and g make a **hard sound** and a **soft sound**.

### HARD C

cat

epic

crawl

## 2.2 SOFT C & G

The letter g usually makes a **SOFT SOUND** when followed by a **i** or **e**.

gentle giraffe

cage

★ Turn and talk: Can you think of any o

## 2.2 SOFT C & G

When c and g are followed by any other letter or come at the end of a word, they always make a **hard sound**.

game      golf      gum      grab  
came      coat      cube      clean  
flag      epic



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

## 2.I LONG VOWELS: FINAL E SPELLING WORDS – LIST A

1. bike \_\_\_\_\_
2. cake \_\_\_\_\_
3. cute \_\_\_\_\_
4. fine \_\_\_\_\_
5. here \_\_\_\_\_

## 2.I LONG VOWELS: FINAL E SPELLING WORDS – LIST C

1. alike \_\_\_\_\_
2. became \_\_\_\_\_
3. chase \_\_\_\_\_
4. combine \_\_\_\_\_

## 2.I LONG VOWELS: FINAL E SPELLING WORDS – MIXED

1. alone \_\_\_\_\_
2. awake \_\_\_\_\_
3. became \_\_\_\_\_
4. cake \_\_\_\_\_

LEARN

## 2.I LONG VOWELS: FINAL E SPELLING WORDS – LIST B

- |                         |                          |
|-------------------------|--------------------------|
| 1. <u>alone</u> _____   | <input type="checkbox"/> |
| 2. <u>awake</u> _____   | <input type="checkbox"/> |
| 3. <u>base</u> _____    | <input type="checkbox"/> |
| 4. <u>broke</u> _____   | <input type="checkbox"/> |
| 5. <u>cane</u> _____    | <input type="checkbox"/> |
| 6. <u>chime</u> _____   | <input type="checkbox"/> |
| 7. <u>close</u> _____   | <input type="checkbox"/> |
| 8. <u>cube</u> _____    | <input type="checkbox"/> |
| 9. <u>glide</u> _____   | <input type="checkbox"/> |
| 10. <u>inside</u> _____ | <input type="checkbox"/> |
| 11. <u>prune</u> _____  | <input type="checkbox"/> |
| 12. <u>rule</u> _____   | <input type="checkbox"/> |
| 13. <u>space</u> _____  | <input type="checkbox"/> |
| 14. <u>these</u> _____  | <input type="checkbox"/> |
| 15. <u>time</u> _____   | <input type="checkbox"/> |

LEARN

## 2.I LONG VOWELS: FINAL E

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

cap + e = cape  
shin + e = shine

Add an e to make a new word.

tap

slide

Add an e to make a new word.

can

Add an e to make a new word.

slim

Add an e to make a new word.

hop

Add an e to make a new word.

rob

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

## 2.1 LONG VOWELS: FINAL E

Adding an **e** to the end of a word is one **LONG VOWEL** sound.

## 2.5 VOWEL TEAMS OY & OI

The **VOWEL TEAM OI** is used at the beginning or middle of base words, and syllables. The **VOWEL TEAM OY** is used at the beginning or middle of base words, and syllables.

## 2.7 VOWEL TEAMS OW & OA

We usually use **OA** at the beginning or middle of base words. We usually use **OW** at the end of base words.

OA
oak
toast
soak
floated

OW
row
slow

DIGRAPH OY	LOCATION
	rd
	rd

**2.5 VOWEL TEAMS OY & OI**

We use **oi** at the beginning or middle of base words and syllables. We use **oy** at the end of base words and syllables.

1	2	3
4	5	6
7	8	9

**2.4 VOWEL TEAMS AI & AY**

We use **ai** at the beginning or middle of base words and syllables. We use **ay** at the end of base words and syllables.

1	2	3
4	5	6

**2.1 LONG VOWELS: FINAL E**

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

1	2	3
4	5	6
7	8	9

**Spell the underlined word correctly.**

"Please clos the door when you come in," Dad said.

**Spell the underlined word correctly.**

I got my sister new tois for her birthday.

**Spell the underlined word correctly.**

I will b...



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



## 2.1 LONG VOWELS: FINAL E

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

1. Read the sentences in the box. Then, follow the directions below the box.

I made a mistake on my spelling homework.  
I forgot th  
✓ Write th  
✓ Write or  
✓ Write or

2. Fill in the tabl from your sp

- a\_e
- e\_e
- i\_e
- o\_e
- u\_e

3. Choose one



## 2.1 LONG VOWELS

Adding an e to the end of a word make a long vowel sou

Sort your spelling words according to their long  
If a word has more than one long vowel sound, choose

long a

--	--

long i

--	--

long u

--	--

Tell som spelling this week and how you spell words!



## 2.4 VOWEL TEAMS AI & AY

We use ai at the begin syllables. We use ay at th

1. Read the sentences in the box. Then, foll

"Tia, may I go outside and p  
Do you want



## 2.4 VOWEL TEAMS AI & AY

We use ai at the beginning or middle of base words and ay at the end of base words and syllables.

each word

ay



## 2.6 VOWEL TEAMS EA & EE

There are many ways to make the long e sound, including vowel teams like ea and ee.

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

-eat

heat  
neat  
seat

-eal

meal  
deal  
heal

-ee

Spree  
degree  
knee

-een

fifteen

-eed

Tell someone what you learned in spelling this week and how it will help you spell words! Whom did you tell?

vowel digraph is found.

END OF WORD

2.4 Homework



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

## 2.1 LONG VOWELS: FINAL E

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

Write each word as it is read aloud.

- \_\_\_\_\_ 9. \_\_\_\_\_
- \_\_\_\_\_ 10. \_\_\_\_\_
- \_\_\_\_\_ 11. \_\_\_\_\_
- \_\_\_\_\_ 12. \_\_\_\_\_
- \_\_\_\_\_ 13. \_\_\_\_\_
- \_\_\_\_\_ 14. \_\_\_\_\_
- \_\_\_\_\_ 15. \_\_\_\_\_

Circle the word in each pair that contains a long vowel sound.

shin	shine	file	fill
cop	cope	mall	male
pill	pile	rat	rate

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## 2.1 LONG VOWELS: FINAL E

### 2.1 LONG VOWELS: FINAL E

#### ANSWER KEY - LIST A

Write each word as it is read aloud.

- home 9. bike
- hide 10. rope
- use 11. line
- wave 12. here
- cake 13. make
- huge 14. fine
- same 15. note
- cute \_\_\_\_\_

Circle the word in each pair that contains a long vowel sound.

shin	shine	file
cope	cop	mall
pill	pile	rat

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### 2.1 LONG VOWELS: FINAL E

#### ANSWER KEY - LIST B

### 2.1 LONG VOWELS: FINAL E

#### ANSWER KEY - LIST C

Write each word as it is read aloud.

- decide 9. include
- refuse 10. combine
- chase 11. write
- spoke 12. phrase
- complete 13. explode
- alike 14. became
- reduce 15. remote
- whale \_\_\_\_\_

Circle the word in each pair that contains a long vowel sound.

shin	shine	file	fill
cope	cop	mall	male
pill	pile	rat	rate

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## A NOTE ABOUT GRADING

You can score this assessment one of two ways:

- For the bottom section, you can give students one point for each word with a long vowel sound that they identify, making this section worth five points.
- You could also choose to make the bottom section worth nine points to include the words that should not have been circled.





## POWERPOINT MINI LESSON

mini lesson introduces the skill for the week. You will also introduce spelling lists at this time. You will need approximately 20 minutes for this. Provide students with their spelling list/family letter. Ask them who...

## PARTNER PRACTICE ROUTINE

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

Students will use the words in their spelling notebooks from Day 1.

Students will work with partners and swap spelling books. 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.

3. 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.

12 CONSONANTS & VOICED SPELLING WORDS - 1	
1. bed	_____
2. clap	_____
3. drop	_____
4. drum	_____
5. fun	_____
6. grid	_____
7. jot	_____
8. lift	_____
9. lost	_____
10. myself	_____
11. past	_____
12. punt	_____
13. regret	_____
14. sip	_____
15. surtan	_____

## SCHEDULE OPTIONS

This flexible program 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. Use the included Lesson Plan Template to plan out your schedule each week. 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 + task card scoot
Day 3	Assessment
Options	Use the interactive notebook activity as a center. Use the practice sheet as bell work, homework, or independent work.

## SPINNING SPELLING LIST

Not So Wimpy Teacher, "It's not about the words!" The goal is to teach children HOW to spell, rather than simply asking them to spell words. Our differentiated spelling lists allow students to practice words that are appropriate for their individual levels.

## INTERACTIVE NOTEBOOK

Interactive notebook activities to practice the weekly skill in addition to the weekly skill. There are two notebook activities for each week of learning. One focuses on the practice of the weekly skill while the other focuses specifically on that week's spelling words. Choose the option you prefer to use consistently each week so that students know what to expect and complete their activity quickly.

Spend five minutes using the partner practice routine. Students use spelling notebooks which words they missed and will want to practice.

To complete an interactive notebook activity, I have kept the cut lines on the sides of the flaps (see below) and glue the page into the notebook. Each half-sheet will easily fit in either a standard spiral notebook.

At the top and bottom rectangles and cut along the cut lines. Glue to the sides of the flaps (see below) and glue the page into the notebook on the right page opposite to the week's spelling list. Write the page number on the bottom of the page and update their Table of Contents.

Allocate time for spelling, the notebook activity can be used as a center, or as bell work. Partner practice can take place when you have a few spare minutes.




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



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

## 2.2 TWO REVIEW



Read the paragraph.

On Saturdays, I eat  
myself yogurt  
Apple juice.


Find a word...

- ✓ has a...
- ✓ has a...
- ✓ has a...
- ✓ has a...
- ✓ has a...
- ✓ has a...
- ✓ has a...
- ✓ has a...
- ✓ has a...
- ✓ has a...

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

## 2.3 OPEN SYLLABLES

An open syllable ends with a single vowel that takes a long vowel sound.



LIST A	MIXED
alone	
basin	
even	
foot	
go	

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

## 2.7 VOWEL TEAMS OW & OA

We usually use oa at the beginning or middle of base words.  
We usually use ow at the end of base words.

1. Read the sentences in the box. Then, follow the directions below the box.

"Do you know that it is raining outside?" my mom asked.  
"Wear your yellow raincoat or you'll get soaked," my dad added.  
"I will show you where it is," said my mom.

- ✓ Write one word with the vowel team ow.
- ✓ Write one word with the vowel team oa.
- ✓ Write two words with two syllables.

2. Fill in the table with words that use each vowel team from your spelling list or the sentences above, or

# SPELLING STRATEGY

### STEP 1:

## SAY

Say the word out loud.

### STEP 2:

## SPLIT

Split the word into syllables.

## 2.5 VOWEL TEAMS OY & OI

The **VOWEL TEAM OI** is used at the **beginning** or **middle** of words and syllables. The **VOWEL TEAM OY** is used at the **end** of words, base words, and syllables.


	LOCATION	DIGRAPH OY	LOCATION
		toy	end of a word
			end of a word

### 2.7 VOWEL TEAMS OW & OA

#### SPELLING WORDS - LIST A

- blow \_\_\_\_\_
- coat \_\_\_\_\_
- glow \_\_\_\_\_
- grow \_\_\_\_\_
- leaf \_\_\_\_\_
- loan \_\_\_\_\_
- now \_\_\_\_\_
- ok \_\_\_\_\_
- road \_\_\_\_\_

LEARN



### 2.7 VOWEL TEAMS OW & OA

We usually use oa at the beginning or middle of base words. We usually use ow at the end of base words.

Dear Families,

This week we are learning about when to use the vowel teams ow and oa to make a long o sound. We usually use oa at the beginning or middle of base words. Examples include words like oak or coat. We usually use ow at the end of base words. Examples include words like throw or snowing.

Remember that we apply rules like the ones above when we use our spelling strategy!

Our spelling strategy uses four steps:  
 SAY: Say the word out loud.  
 SPLIT: Split the word into syllables.

Where is the vowel team in this word?

royal \_\_\_\_\_

Write the word that has a long e vowel sound.

fence \_\_\_\_\_  
help \_\_\_\_\_



Everything you need to teach 2<sup>nd</sup> grade spelling in a way that is fun for your students and easy for you!