



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

### 3.2 USING CK

We only use ck immediately after a short vowel.

LIST A	LIST B	LIST C	MIXED
ask			
back			
crack			

## Block 1 CH & TCH

We only use **TCH** after a **short vowel**.  
We can use **CH** anywhere in a word.

## 3.7 CLOSED SYLLABLES

A **CLOSED SYLLABLE** has a **short vowel** followed by at least one **consonant**.

### UNIT THREE: 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. gal /ŋ, not gal /lŋn and a /lɑ:m).

LESSON	OBJECTIVE	MINI LESSON PRACTICE WORDS
3.1	Using ch & tch We only use tch after a short vowel. We can use ch anywhere in a word.	chunk switch water

### 3.3 USING

We only use dge in after a short

1	2
4	5

### ONE-SYLLABLE WORDS

3.5 D

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

Write each word as it is re

rip

### 3.1 USING CH & TCH

- Dear Families,
- This week's spelling list explains when to use the digraph **tch**. We can only use **tch** after a short vowel anywhere in a word, such as in the words **chat** and **branch**. Note that while **tch** can only be used after a short vowel, words with a short vowel will use **tch**; there are a few words which a short vowel is followed by **ch** (such as **much**, **rich**), but for confusion, these words are not on this week's list.
- Our spelling strategy uses four steps:
- SAY Say the word out loud
  - SPLIT Split the word into sounds
  - APPLY Apply the sounds to the letters
  - SPELL Spell the word
- Below are your child's for at-home practice:
- 1 bunch
  - 2 catch
  - 3 chat
  - 4 chin
  - 5 chip
  - 6 chug
  - 7 chunk
  - 8 coach
  - 9 each
  - 10 hato
  - 11 itch
  - 12 lunch
  - 13 pat
  - 14 pit
  - 15 re

Write a word with the digraph **er** at the end.

\_\_\_\_er

12

### 3.1 USING

We only use tch after a short vowel.  
We can use ch anywhere in a word.

Write words beginning with tch.

Write the word that uses the digraph er.

Write the word that uses the digraph er.

### 3.5 DIGRAPH ER

The digraph er is an r-controlled vowel. It is often used to make the "er" sound at the end of a word.

- verb
- perch
- perfect
- concern
- under
- over

Write the word that uses the digraph er.

Write the word that uses the digraph er.

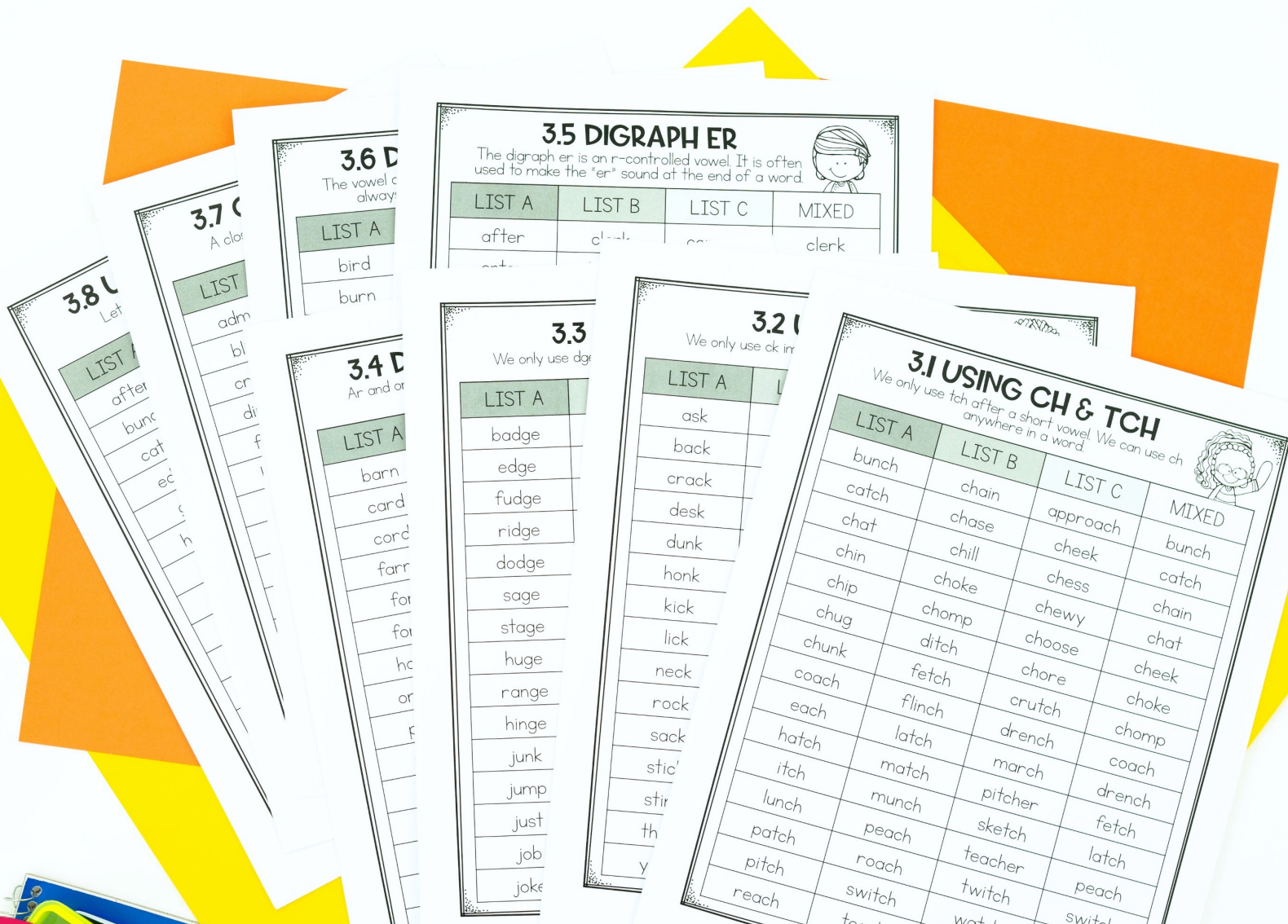
1 2 3

Write the word that best completes each sentence.

The best \_\_\_\_\_

Please \_\_\_\_\_ the room quietly.

Mr. P. \_\_\_\_\_



### 3.5 DIGRAPH ER

The digraph er is an r-controlled vowel. It is often used to make the "er" sound at the end of a word.

LIST A	LIST B	LIST C	MIXED
after	clerk	car	clerk
enter			

### 3.6 D

The vowel c always

LIST A
bird
burn

### 3.7 C

A clo

LIST
adm
bl
cr
di
f

### 3.8 L

Let

LIST
after
bunch
cat
ed
h

### 3.4 D

Ar and or

LIST A
barn
card
cord
farr
for
for
hc
or
f

### 3.3

We only use dg

LIST A
badge
edge
fudge
ridge
dodge
sage
stage
huge
range
hinge
junk
jump
just
job
joke

### 3.2 I

We only use ck in

LIST A
ask
back
crack
desk
dunk
honk
kick
lick
neck
rock
sack
stic'
stir
th
y

### 3.1 USING CH & TCH

We only use tch after a short vowel. We can use ch anywhere in a word.

LIST A	LIST B	LIST C	MIXED
bunch	chain	approach	bunch
catch	chase	cheek	catch
chat	chill	chess	chain
chin	choke	chewy	chat
chip	chomp	choose	cheek
chug	ditch	chore	choke
chunk	flinch	crutch	chomp
coach	latch	drench	coach
each	match	march	drench
hatch	munch	pitcher	fetch
itch	peach	sketch	latch
lunch	roach	teacher	peach
patch	switch	twitch	switch
pitch			
reach			



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!

These words all have a **short vowel**.  
They also have **one syllable**.

match

grin

trap

## 3.3 USING DGE

The trigraph **dge** is only used  
after a **short vowel**!

badge  
edge  
ridge  
lodge  
nudge

★ What is another word that uses **dge**? Is it in the same word family as any of the words above?

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## LET'S PRACTICE!

Where do you hear the **J SOUND** in the words below?

WORD	WHERE IS THE J SOUND?
jam	at the _____ of a word
cage	after a _____ vowel sound
hedge	after a _____ vowel sound

## WRAP IT UP!

★ Turn and talk:

What is wrong in the sentence below?  
How would you fix it?

Do you like chocolate fuj  
brownies?

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



## 3.6 DIGRAPHS IR & UR

We know that a **DIGRAPH** is two letters combined to make **one sound**.

chat

boy

★ Turn and talk:  
(vowel teams);

## 3.6 DIGRAPHS IR & UR

We also know that when vowels are followed by an r, we call them **R-CONTROLLED VOWELS**.

This is because the r **controls**

- Say these words out loud.
- Notice how the vowel sound changed when an r was added.

## 3.6 DIGRAPHS IR & UR

The digraphs **IR** and **UR** are usually (but not always) found in the middle of words.

first

curl

bird

burger



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

3.1 USING CH & TCH  
SPELLING WORDS – LIST B

- |   |       |       |                          |       |          |       |                          |
|---|-------|-------|--------------------------|-------|----------|-------|--------------------------|
| 1 | chain | _____ | <input type="checkbox"/> | LEARN | approach | _____ | <input type="checkbox"/> |
| 2 | chase | _____ | <input type="checkbox"/> |       | cheek    | _____ | <input type="checkbox"/> |
| 3 | chill | _____ | <input type="checkbox"/> |       | chess    | _____ | <input type="checkbox"/> |
|   |       |       |                          |       | hewy     | _____ | <input type="checkbox"/> |
|   |       |       |                          |       | roose    | _____ | <input type="checkbox"/> |

3.1 USING CH & TCH  
SPELLING WORDS – MIXED

- |   |       |       |                          |       |
|---|-------|-------|--------------------------|-------|
| 1 | bunch | _____ | <input type="checkbox"/> | LEARN |
| 2 | catch | _____ | <input type="checkbox"/> |       |
| 3 | chain | _____ | <input type="checkbox"/> |       |
| 4 | chat  | _____ | <input type="checkbox"/> |       |

3.1 USING CH & TCH  
SPELLING WORDS – LIST A

- |    |       |       |                                     |       |
|----|-------|-------|-------------------------------------|-------|
| 1  | bunch | bunch | <input checked="" type="checkbox"/> | LEARN |
| 2  | catch | catch | <input checked="" type="checkbox"/> |       |
| 3  | chat  | chat  | <input checked="" type="checkbox"/> |       |
| 4  | chin  | _____ | <input type="checkbox"/>            |       |
| 5  | chip  | _____ | <input type="checkbox"/>            |       |
| 6  | chug  | _____ | <input type="checkbox"/>            |       |
| 7  | chunk | _____ | <input type="checkbox"/>            |       |
| 8  | coach | _____ | <input type="checkbox"/>            |       |
| 9  | each  | _____ | <input type="checkbox"/>            |       |
| 10 | hatch | _____ | <input type="checkbox"/>            |       |
| 11 | itch  | _____ | <input type="checkbox"/>            |       |
| 12 | lunch | _____ | <input type="checkbox"/>            |       |
| 13 | patch | _____ | <input type="checkbox"/>            |       |
| 14 | pitch | _____ | <input type="checkbox"/>            |       |
| 15 | reach | _____ | <input type="checkbox"/>            |       |

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**3.1 USING CH & TCH**

We only use tch after a short vowel.  
We can use ch anywhere in a word.

itch	bunch	choke
patch	peach	choose

Write one of your spelling words:	Write one of your spelling words:
bunch lunch	
Under the flap, write another word that uses the same digraph or trigraph.	Under the flap, write another word that uses the same digraph or trigraph.
Write one of your spelling words:	Write three spelling words you want to practice.
Under the flap, write another word that is in the same word family.	Underline the vowels in each word.

**3.1 USING CH & TCH**

We only use tch after a short vowel.  
We can use ch anywhere in a word.

itch	bunch	choke
patch	peach	choose

Write two words that begin with:	Write two words that end with:
ch	ch
Write two words that begin with:	Write three spelling words you want to practice.
ch	Underline the vowels in each word.



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



**Write the word that correctly completes the sentence.**  
 We go to \_\_\_\_\_ after recess.  
 lunch / luntch

1

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

**3.2 USING CK**  
 We only use ck immediately after a short vowel.

1.	2.	3.
4.	5.	6.
7.	8.	9.
		12.

**Spell the underlined word correctly.**  
 I will go to the dentist after school.

5

**Write a word with the digraph er in the middle.**  
 --er--

3.5

**Spell the underlined word correctly.**  
 Do you want a peatch or an apple?

**Which word is spelled correctly?**  
 switch  
 swich

9

**Spell the underlined word correctly.**  
 "I gust want eggs, no bacon," I said.

5

**Write the word that best completes each sentence.**  
 The ball rolled \_\_\_\_\_ my bed.  
 over / under / never

3.5

**Write the word that completes the sentence correctly.**  
 We will perform the play on a \_\_\_\_\_ stage / stadge

3.5



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

Name \_\_\_\_\_

### 3.1 USING CH & TCH

We only use tch after a short vowel.  
We can use ch anywhere in a word.

Sort your words into boxes. There are more than one box.

USES CH

USES TCH

USES CH & TCH

H

Name \_\_\_\_\_

### 3.1 USING CH & TCH

We only use tch after a short vowel.  
We can use ch anywhere in a word.

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

My mom and I made a batch of chocolate chip cookies.  
We will each eat three cookies after dinner.  
We will keep the rest in a cookie jar in the kitchen.

- ✓ Write two words that use ch.
- \_\_\_\_\_
- \_\_\_\_\_
- ✓ Write two words that use tch.
- \_\_\_\_\_
- \_\_\_\_\_
- ✓ Write two words with a vowel team.
- \_\_\_\_\_
- \_\_\_\_\_

2. Fill in the table below with words that use ch or tch. You may use words from your spelling list or the passage above, or you can think of new words.

BEGIN WITH CH	END WITH CH	TCH

3. Choose one of the words from the table above and use it in a complete sentence.

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

### 3.5 DIGRAPH ER

The digraph er is an r-controlled vowel. It is often used to make the "er" sound at the end of a word.

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

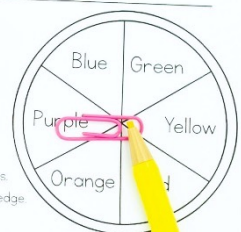
My sister and I like to play at the park after school.  
I live in my apartment.

Name \_\_\_\_\_

### 3.5 DIGRAPH ER

The digraph er is an r-controlled vowel. It is often used to make the "er" sound at the end of a word.

- 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** Say the word out loud.  
**SPLIT** Split the word into sounds, parts, or syllables.  
**APPLY** Apply rules, patterns, and prior word knowledge.  
**SPELL** Spell or write the word.



Concern		
Cover		
cracker		
eager		
expert		

1. Underline the digraph er in each word.
2. Put an X next to words with exactly two syllables.
3. Put a ✓ next to words with the digraph er in the middle of the word.
4. Tell someone what you learned in spelling this week and how it will help you spell words. Whom did you tell?



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

### 3.1 USING CH & TCH

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. \_\_\_\_\_

In each pair, circle the correctly spelled word.

beach	beatch	noch	notch
bach	batch	pinch	pinto
preach	preatch	stretch	stre

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### 3.1 USING CH & TCH

#### ANSWER KEY - LIST A

Write each word as it is read aloud.

1. pitch 9. catch  
 2. coach 10. chat  
 3. chin 11. lunch  
 4. chip 12. bunch  
 5. chug 13. itch  
 6. chunk 14. patch  
 7. hatch 15. reach  
 8. each

In each pair, circle the correctly spelled word.

<u>beach</u>	beatch	noch	n
bach	<u>batch</u>	<u>pinch</u>	
<u>preach</u>	preatch	stretch	

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### 3.1 USING CH & TCH

#### ANSWER KEY - LIST B

### 3.3 USING DGE

#### ANSWER KEY - MIXED

Write each word as it is read aloud.

1. bridge 9. danger  
 2. just 10. jackal  
 3. huge 11. judge  
 4. change 12. jail  
 5. jeans 13. June  
 6. hinge 14. budget  
 7. pages 15. fudge  
 8. ledge

Circle the words that contain the "j" sound.

<u>smudge</u>	<u>orange</u>	<u>fidget</u>
rang	<u>knowledge</u>	rag
<u>jaw</u>	frog	<u>plunge</u>

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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 the "j" sound that they identify, making this section worth six points.
- You could also choose to make the bottom section worth nine points to include the words that should not have been circled.



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





## 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!

- 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

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.

## 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.

Place the top and bottom rectangles and cut along the cut lines. Glue 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.



### 3.5 DIGRAPH ER

The digraph er is an r-controlled vowel. It is often used at the end of a word.

is below the box.

fter school.

iment.

the slides.

### 3.2 USING CK

We only use ck immediately after a short vowel.



LIST A	LIST B	LIST C	MIXED
ask			
back			
crack			

### 3.1 USING CH & TCH

We only use **TCH** after a short vowel.  
We can use **CH** anywhere in a word.

### 3.7 CLOSED SYLLABLES

A **CLOSED SYLLABLE** followed by

**ONE-SYLLABLE WORDS**

rip

### UNIT THREE: 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. gal / tch / not gal / tch / and a / larm).



#### MINI LESSON PRACTICE WORDS

chunk

catch

### 3.3 USING DGE

We only use dge in after a short



1	
2	
3	
4	
5	

### 3.1 USING SPELLING



### 3.1 USING CH & TCH

We only use tch after a short vowel.  
We can use ch anywhere in a word.

- 1 bunch
- 2 catch

## Unit Three SPELLING CURRICULUM

### 2ND GRADE

- ✓ Using CH & TCH
- ✓ Using CK
- ✓ Using DGE
- ✓ Digraphs AR & OR
- ✓ Digraph ER
- ✓ Digraphs IR & UR
- ✓ Closed Syllables
- ✓ Review



Write a word with the digraph er at the end.

\_\_er



### 3.5 DIGRAPH ER

The digraph er is an r-controlled vowel. It is often used to make the "er" sound at the end of a word.

- verb
- perch
- perfect
- concern
- under
- over

Write the word that uses the digraph er.

Write the word that uses the digraph er.

the word that completes the sentence

Write the word that best completes each sentence.

base \_\_\_\_\_ the m quietly," said Mr. Phillips.

/ tower /



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