

2.5 LONG VOWELS: FINAL E

Adding an **e** to the end of a word
ING VOWEL so

CLOSED SYLLABLES

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

= t̄āpe

ONE-SYLLABLE WORDS

sum
flat

TWO-SYLLABLE

bas
hel m
sud

2.4 CLOSED SYLLABLES

A closed syllable
vowel followed by
consonant



1.	2.
4.	5.
7.	
10.	



2.10
We only
We can

porch

Which word is spelled



Split the word into syllables.

summer



Which word is spelled correctly?




Split the word into syllables.

Write the word that correctly completes the sentence.

My mom waited for me on the front _____



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 TWO: 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. chick *en*, not chick *in*).

LESSON	OBJECTIVE	MINI LESSON PRACTICE WORDS
21	Using ch & tch We only use tch after a short vowel. We can use ch anywhere in a word.	champ clutch kitchen
22	Using ck & dge We only use ck and dge immediately after short vowels.	clock bridge chicken
23	Double Consonants We usually double l, s, f, and z immediately after a short vowel in a one-syllable word.	sniff shell across
24	Closed Syllables A closed syllable has a short vowel followed by at least one consonant.	admit contact fantastic
25	Long Vowels: Final e Adding an e to the end of a word is one way to make a long vowel sound.	grade mistake describe
26	Digraphs ay & ai We use ai at the beginning or middle of base words and syllables. We use ay at the end of base words and syllables.	gray afraid playdate
27	Digraphs 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.	enjoy avoid destroy
28	Unit Two Review Let's review all the skills we learned in Unit Two!	stretch problem across

This unit covers the following Common Core Standards: RF.3.3, 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.



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.

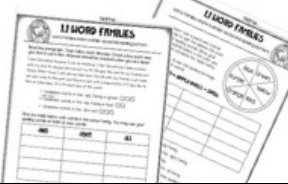
- If time allows, spend a few minutes using the partner practice routine. Encourage students to focus on any words they missed the previous week.
- Then, students will complete the assessment. The remaining portion of the assessment is used for students to write their spelling words.

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 activity independently, or they may work with a partner or small group on the same spelling list. The teacher may also choose to complete the activity 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.
- 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.



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.

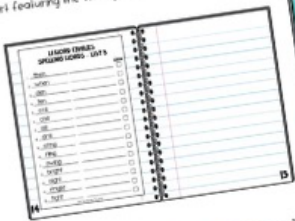
The PowerPoint will contain an opportunity for students to practice writing the words you have dictated. I like to give students individual whiteboards on which they can practice spelling the words you dictate. They can also spell aloud with a partner.

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.

After the PowerPoint 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

2.1 USING CH & TCH

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

TCH

CH

2.3 DOUBLE CONSONANTS

We usually **DOUBLE** l, s, f, and z immediately after a **short vowel** in a **one-syllable** word.

bell
thrill

dress
mice

2.5 LONG VOWELS: FINAL E

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

tăp + e = tăpe

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

Write or spell the word.

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2.2 USING CK & DGE

We only use **CK** and **DGE** immediately after **short vowels**.

CK

DGE

2.4 CLOSED SYLLABLES

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

ONE-SYLLABLE WORDS

sum

TWO-SYLLABLE WORDS

bas ket

2.6 DIGRAPHS AY & AI

The **DIGRAPH AI** is used at the **beginning** or **middle** of words and syllables. The **DIGRAPH AY** is used at the **end** of words, base words, and syllables.

DIGRAPH AI

LOCATION

DIGRAPH AY

LOCATION

2.7 DIGRAPHS OY & OI

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

DIGRAPH AI

LOCATION

DIGRAPH AY

LOCATION

oil

beginning of a word

toy

end of a word

join

middle of a word

enjoy

end of a word

boiling

middle of a base word

joyful

end of a base word

avoid

middle of a syllable

voyage

end of a syllable

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Use with Lesson 2.1

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

SYLLABLES
WORDS - LIST B

2.4 CLOSED SYLLABLES
SPELLING WORDS - LIST C

2.4 CLOSED SYLLABLES
SPELLING WORDS - MIXED


- 1. campus
- 2. common
- 3. continent

- 1. basket
- 2. black
- 3. contest

SED SYLLABLES
WORDS - LIST A

LEARN

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

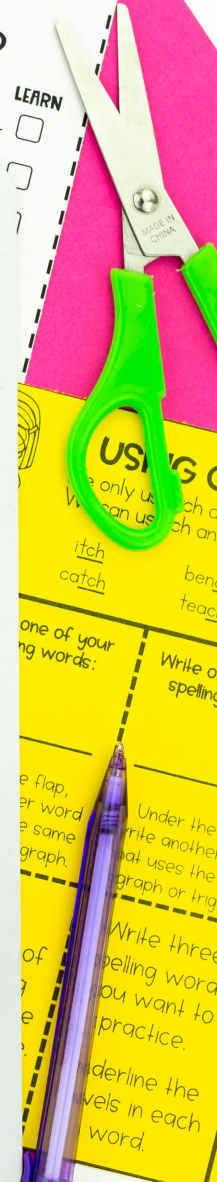


CLOSED SYLLABLES

A closed syllable has a short vowel followed by at least one consonant.

• admit	• basket	• common
• invent	• finish	• frantic

Write a word that uses the closed syllable:	Write a word that uses the closed syllable:
den	in
Write a word that uses the closed syllable:	admit
con	



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!

1. How many **SYLLABLES** are in the word below?
2. Which vowel is a **LONG VOWEL**?
3. How would you **SPLIT** this word?
4. Which syllable contains a **CLOSED SYLLABLE**?

begin

2.4 CLOSED SYLLABLES

We know that a syllable that ends in a **LONG VOWEL** is called an **OPEN SYLLABLE**.

What long vowel sounds do you hear in these words?

be gin
stu dent
o pen
ba con

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LET'S PRACTICE!

Pair up a syllable from each table to make complete words.

FIRST SYLLABLE	
den	ab
hap	sub
mit	sud

SECOND SYLLABLE	
ca	de
ft	er
je	st

★ Turn and talk: Tell your partner which words you can make.

WRAP IT UP!

★ Turn and talk:

Split the words below into syllables.
(Hint: They may contain both open and closed syllables!)

fantastic

November

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

basket

LEARN



CLOSED SYLLABLES

A closed syllable has a short vowel followed by at least one consonant.

- admit
- basket
- common
- invent
- finish
- frantic

Write a word that uses the closed syllable:

den

Write a word that uses the closed syllable:

in

Write a word that uses the closed syllable:

con

admit

USING

We only use
We can use

itch
catch

one of your
ing words:

e flap,
er word
e same
igraph.

of

e

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

2.5 LONG VOWELS: FINAL E

Adding an **e** to the end of a word

LONG VOWEL so

= t̄ape

CLOSED SYLLABLES

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

ONE-SYLLABLE WORDS

sum
flat

TWO-SYLLABLE

bas
hel m
sud

2.4 CLOSED SYLLABLES

A closed syllable
vowel followed by
consonant

1.	2.
4.	5.
7.	
10.	

2.10

We only
We can

porch

Which word is spelled

Split the word into syllables.

summer

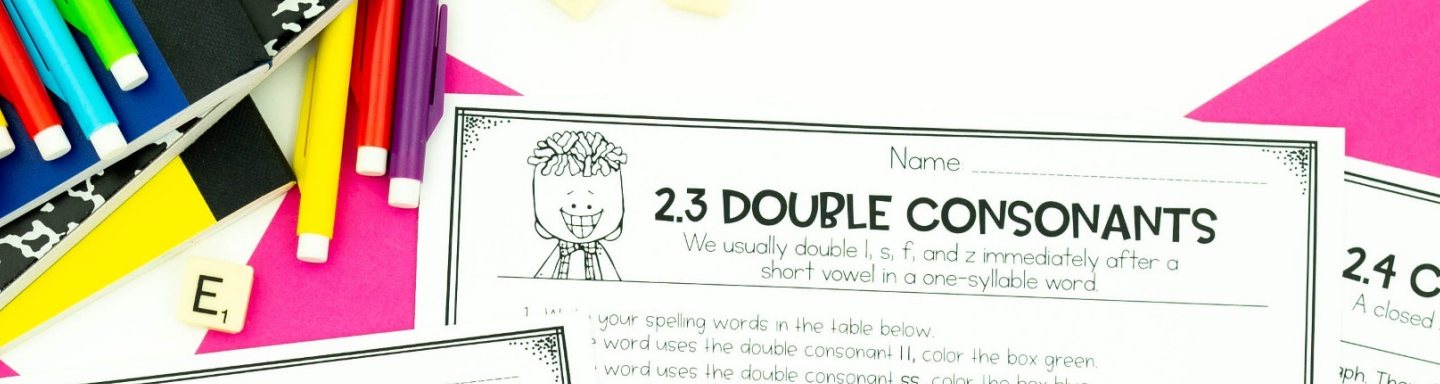
Which word is spelled correctly?

Split the word into syllables.

Write the word that correctly completes the sentence.

My mom waited for me on the

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



Name _____

2.3 DOUBLE CONSONANTS

We usually double l, s, f, and z immediately after a short vowel in a one-syllable word.

1. Write your spelling words in the table below.
 - > word uses the double consonant ll, color the box green.
 - > word uses the double consonant ss, color the box blue.
 - > word uses the double consonant ff, color the box yellow.
 - > word uses the double consonant zz, color the box orange.

USING CK & DGE

CH & TCH

Write a word in each box that uses the consonant blend.

Box 1: uses tch

Box 2: uses ck

Box 3: uses dge



Name _____

2.4 CLOSED SYLLABLES

A closed syllable has a short vowel followed by at least one consonant.

1. Split your spelling words into syllables and write them in the table below. (Example: summer = sum - mer)
2. Underline all short vowels.

SPELLING WORDS	

PIECE IT TOGETHER!

Look at the puzzle pieces below. Rearrange the closest to make a word. Write the word on the line.



magnetic



fantastic



basket



chilled

2.4 CLOSED SYLLABLES SPELLING WORDS - MIXED

1. basket
2. black
3. contest
4. distant
5. finish
6. habit
7. happen
8. hundred
9. publish
10. shrink
11. subject
12. submit
13. sudden
14. tablet

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

25 LONG VOWELS: FINAL E

ANSWER KEY - LIST A

Write each word as it is read aloud.

l. ripe q. make

25 LONG VOWELS: FINAL E

ANSWER KEY - LIST B

Write each word as it is read aloud.

l. delete q. erase

25 LONG VOWELS: FINAL E

Name: _____ List: A B C

Write each word as it is read aloud.

1. _____ q. _____

2. _____ 10. _____

3. _____ 11. _____

4. _____ 12. _____

5. _____ 13. _____

6. _____ 14. _____

7. _____ 15. _____

8. _____



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

shack	shake	mill	mile
stale	stall	like	lick
spin	spine	plan	plane

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25 LONG VOWELS: FINAL E

Name: _____ List: A B C

Write each word as it is read aloud.

1. _____ q. _____

2. _____ 10. _____

3. _____ 11. _____

4. _____ 12. _____

5. _____ 13. _____

6. _____ 14. _____

7. _____ 15. _____

8. _____



Circle the words that only contain long vowel sounds.

shack	shake	mill	mile
stale	stall	like	lick
spin	spine	plan	plane

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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:

l-l-l doubling rule

Suffixes Part 2:

Words ending w/ a vowel

Suffixes Part 3:

Words ending with y

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