

This bundle includes 32 weeks of lessons, flexible enough to be taught even if you don't have a dedicated spelling block.

A consonant blend is a group of consonants that blend together. Each consonant makes a sound.

LIST A	LIST B	LIST C	MTXFD
--------	--------	--------	-------

Name _____

1.3 SHORT VOWELS

Short vowels say a sound the vowel makes. They do not say the name of the vowel.

Sort your spelling words according to their short vowel sounds. If a word has more than one vowel sound, choose one box to put it in.

short

Name _____

1.1 WORD FAMILIES

Word families share a similar sound and...

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

d into - syllables.

1.6 DOUBLE CONSONANTS

We usually **DOUBLE** l, s, c immediately after a **short v** one-syllable

- ### 1.5 DIGIT SPELLING
- blush
 - cloth
 - crash
 - flash

Name _____

1.5

Write each word...

Name _____

1.2 CONS

Consonant combinations...

1.2 CONSONANTS & VOWELS

Consonants and vowels can be combined to make common patterns, such as cvc, cvcc, and cvccv.

list focuses on consonants (c), vowels (v), and...

CONSONANTS & VOWELS

Consonants and vowels can be combined to make common patterns, such as cvc, cvcc, and cvccv.

- bag
- job
- met
- lift
- past
- honk
- fled
- drop
- swim

DIGRAPHS SH & TH

A digraph is two letters combined to make one sound. Sh and th are digraphs.

- shut
- punish
- thin
- tooth

Write a word that starts with the same digraph as the word below.

shadow

11

12

pos
dres
miss

Write the vowels in the word below.

Write the vowel in the word below.

past

9

Write two words that start with the digraph:

sh sh

Write two words that end with the digraph:

th th

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
			lace
			nice
			page
			produce
			revenge
			rice
			sing
			space
			stage
			twice

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 lott 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 ins 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 _____ 9
- hide _____ 10
- use _____ 11
- wave _____ 12
- cake _____ 13
- huge _____ 14
- _____ 15

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

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 spelling pattern do you see in the words below? (cvc, cvcc, or ccvc)

jump

risk

1.4 CONSONANT BLENDS

This week, we will focus on **CONSONANT BLENDS** at the **beginning** and **end** of words.

slam jump craft

★ Turn and talk: Tell your partner which consonant blends are in each word.

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LET'S PRACTICE!

Here are some words with these consonant blends.

You probably thought of many more!

mp	st	lk	nd
stamp	best	milk	stand
jump	must	elk	spend

WRAP IT UP!

★ Turn and talk:

What is a **CONSONANT BLEND**?

Look around your classroom. What words or items do you see with **CONSONANT BLENDS**?

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



I.7 SYLLABLES

The words below have two **SYLLABLES**.
SYLLABLES are parts of words.

I.7 SYLLABLES

dir

SYLLABLES are single units of speech.

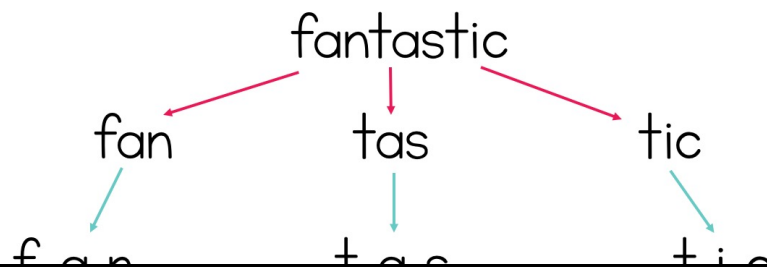
This means you can say!

- Say the words on the left.
- Then, say the words on the right.
- Think about how your jaw moves.
Can you tell the difference?

Hint: It can be helpful to put your finger on your chin.
If your chin moves, it's likely a syllable!

I.7 SYLLABLES

"Fantastic" may seem like a long or hard word to spell, but when we split it into **SYLLABLES** and **sounds**, it's actually very easy to spell!



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

15 DIGRAPHS SH & TH
SPELLING WORDS – MIXED

1. bath
2. father
3. flash
4. hush

15 DIGRAPHS SH & TH
SPELLING WORDS – LIST B

1. blush
2. cloth
3. crash
4. flash
5. other
6. punish

15 DIGRAPHS SH & TH
SPELLING WORDS – LIST C

1. cherish
2. father
3. leash
4. marsh
5. myth

15 DIGRAPHS SH & TH
SPELLING WORDS – LIST A

- | | | |
|----------|-------|--------------------------|
| 1. bath | _____ | <input type="checkbox"/> |
| 2. hush | _____ | <input type="checkbox"/> |
| 3. mash | _____ | <input type="checkbox"/> |
| 4. rash | _____ | <input type="checkbox"/> |
| 5. shed | _____ | <input type="checkbox"/> |
| 6. shin | _____ | <input type="checkbox"/> |
| 7. shop | _____ | <input type="checkbox"/> |
| 8. shut | _____ | <input type="checkbox"/> |
| 9. that | _____ | <input type="checkbox"/> |
| 10. then | _____ | <input type="checkbox"/> |
| 11. thin | _____ | <input type="checkbox"/> |
| 12. this | _____ | <input type="checkbox"/> |
| 13. thud | _____ | <input type="checkbox"/> |
| 14. wish | _____ | <input type="checkbox"/> |

LEARN



DIGRAPHS SH & TH

A digraph is two letters combined to make one sound. Sh and th are digraphs.

- shut
- thin
- punish
- tooth

Write two words that start with the digraph:

sh

Write two words that start with the digraph:

th

mash

wish

Write two words that end with the digraph:

th

CONSONANTS & VOWELS

Consonants and vowels can be combined to make common patterns, such as cvc, cvcc, and cvcv.

- bag
- left
- fled
- drop

CONSONANTS & VOWELS

Consonants and vowels can be combined to make common patterns, such as cvc, cvcc, and cvcv.

- bag
- job
- met
- lift
- past
- honk
- fled
- drop
- swim

Write a cvc word under the flap. Underline the vowel.

Write a cvc word under the flap. Underline the vowel.

Write a cvcc word under the flap. Underline the vowel.

Write a cvcv word under the flap. Underline the vowel.



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!



I.1 WORD FAMILIES

Name _____
 Word families share a similar sound and spelling pattern.
 Sort your spelling words into the correct word family.

-at

-ake



I.6 DOUBLE CONSONANTS

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

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

SPELLING WORDS	



I.5 DIGRAPHS SH & TH

Name _____
 A digraph is two letters combined to make one sound. Sh and th are digraphs.

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

I went shopping with my father this morning.
 I got to push the cart.
 We forgot milk, but we got all of the other things.

- ✓ Write one word with the digraph sh _____
- ✓ Write one word with the digraph th _____
- ✓ Write one word with a consonant blend _____

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

sh	th

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

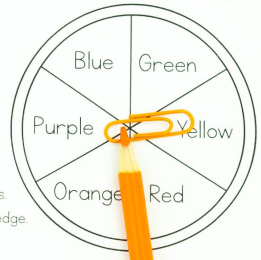


I.4 CONSONANT BLENDS

Name _____
 A consonant blend is a group of consonants that blend together. Each consonant makes a sound.

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.

- 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.



clap	
felt	
help	
nest	

- ✓ Put an X next to words with a beginning consonant blend.
- ✓ Put a ✓ next to words with an ending consonant blend.
- ✓ Circle words that begin and end with a consonant blend.

Circle the words below that contain consonant blends.



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	strech	strech

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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	strech	

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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 the 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 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 the 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 notebook pages. Students can do this quickly! I have also printed these on half-sheets. Each half-sheet will easily fit in either a standard spiral notebook.

At the top and bottom rectangles and cut along the cut lines. Fold 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.

SPELLING UNITS

Unit 1

- ✓ Word families
- ✓ Consonants & vowels
- ✓ Short vowels
- ✓ Consonant blends
- ✓ Digraphs sh/th
- ✓ Double consonants
- ✓ Syllables
- ✓ Review

Unit 2

- ✓ Long vowels: Final e
- ✓ Soft c & g sounds
- ✓ Open syllables
- ✓ Vowel teams: ay/ai
- ✓ Vowel teams: oy/oi
- ✓ Vowel teams: ee/ea
- ✓ Vowel teams: ow/oa
- ✓ Review

Unit 3

- ✓ Using tch & ch
- ✓ Using ck
- ✓ Using dge
- ✓ Digraphs ar & or
- ✓ The digraph er
- ✓ Digraphs ir & ur
- ✓ Closed syllables
- ✓ Review

Unit 4

- ✓ Word parts
- ✓ Suffixes: 1-1-1 rule
- ✓ Suffixes: Final e rule
- ✓ Suffixes: y to i rule
- ✓ Adding s & es to words
- ✓ Consonant + le words
- ✓ Word families
- ✓ Review

The complete bundle contains 32 weeks of concept-based lessons!



Name _____

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.

ment.

the slides.

3.1 USING CH & TCH

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

3.2 USING CK

We only use ck immediately after a short vowel.

LIST A	LIST B	LIST C	MIXED
ask			
back			
crack			

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 /k/, not gal /k/ and a /l/ and a /r/).

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 number

3.3 USING DGE

We only use dge in after a short

1	2
4	5

ONE-SYLLABLE WORDS

Name _____

Write each word as it is read.

rip

3.1 USING CH & TCH

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

Dear Families,

This week's spelling list explains when to use the digraph tch. We can only use tch after a short vowel, such as in the word patch. The digraph ch can be 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, much, rich). 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 words for at-home practice.

- bunch
- catch
- chat
- chin
- chip
- chug
- chunk
- coach
- each
- hatch
- itch
- lunch

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 a word with the digraph er at the end.

____er

12

Write the word that best completes each sentence.

Write the word that best completes each sentence.



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