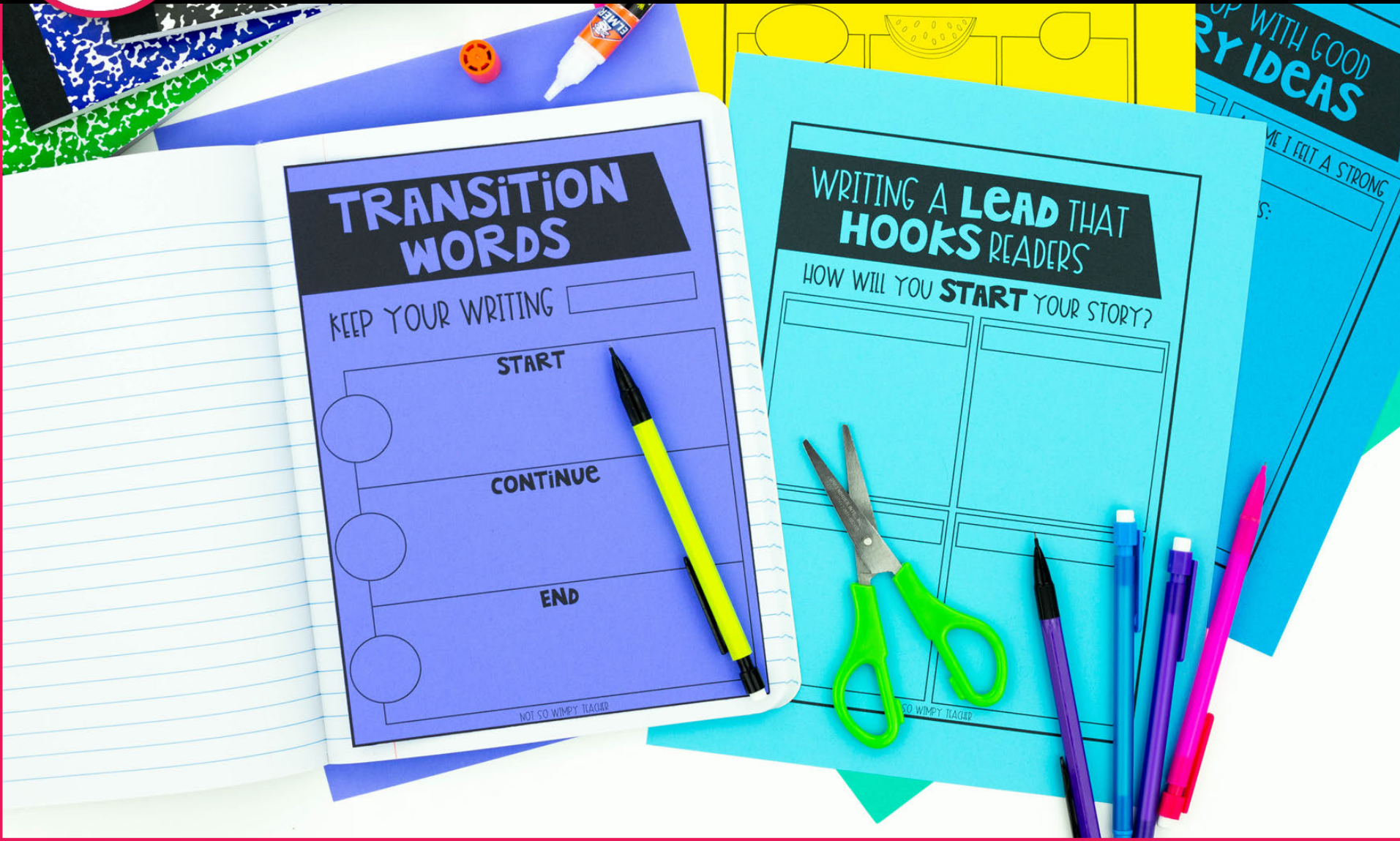
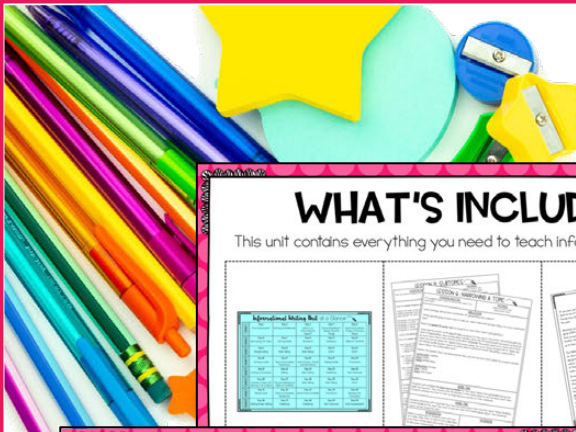




Not So Wimpy writing units contain everything you need to teach personal narrative, informational, opinion, & fiction writing!





## WHAT'S INCLUDED

This unit contains everything you need to teach informational writing!

## QUICK START

Follow for a successful first week of writing instruction!

This includes the Week One PDF. This contains everything you need for long-term use. Including the task cards on a lock and laminate for use as materials. For each student, the task card recording rubric from the Week One to need one notebook.

## A TYPICAL DAY OF WRITING

Every day will have the same basic format. Students are much more active when they have clear procedures and routines!

**DAILY WRITING WORKSHOP**

Mini Lesson: 10-15 minutes

Work Time

Share Time

**MINI LESSON:** With the exception of assessment days, writing will begin with a mini lesson. During this lesson, students will read informational text passages or have the passages read to them. The skill for the day will be introduced during the first half of the unit. Students will often be creating anchor charts to help remember skills being taught.

**WORK TIME:** After the mini lesson, students will be practicing writing (working draft) - see page 81.

## ANCHOR CHARTS

Anchor charts are part of many of the lessons in this unit. There are a variety of ways to use these resources.

## TABLE OF CONTENTS

Click the name of the section to jump to that part of the directions!

Getting Started	1
What's Included	2
Quick Start Guide	4
A Typical Day of Writing	5
The Daily Lesson Plan	6
The Writing Notebook	7
The Masterpieces & Fast Finishers	8
Mentor Text Passages	9
Additional Mentor Text	10
Anchor Charts	11
Pre- and Post-Assessment	12
Writing Grades	13
Conferencing	14
Publishing & Sharing	15
Adapting Lessons & Using Technology	16
Author Share Celebration	17

Not So Wimpy Teacher

## MENTOR TEXT PASSAGES

Writers grow by reading and hearing examples of great writing.

All of the necessary mentor texts for this writing unit are included! You do NOT need to buy additional books! (I did include a list of suggested books just in case you want to add more mentor texts to the lessons.)

There are several different ways that you can use the mentor texts. Feel free to mix it up and vary the routine if you wish.

- Print a copy of the mentor texts for yourself and read them to the class in the same manner that you would read a book read aloud.
- Project the mentor texts on your whiteboard. You can read it to the students while they follow along, or the class can choral read.
- For proficient readers, print a copy for each student and have them read it independently. This can be done during the writing lesson, as bell work, or even during reading centers.
- Print a copy for each student or pair of students, and have them buddy read the passage with their partner.
- Print the mentor texts at 80% (change in your printer settings) and have students glue the texts in the resource section of the notebook so that they can look back as a reference.

**TAKE NOTE!**

The mentor texts are meant to be read aloud to illustrate the concept of that particular lesson. They are **not** reading passages and are **not** meant to be used as a close read activity. Avoid asking comprehension questions, and do not worry if your students cannot read these independently! If you would like to spend more time with the mentor text, you can also use it during a separate reading mini lesson.

## THE WRITING NOTEBOOK

Every student will need a composition notebook for this writing unit. The use of a composition notebook is highly encouraged due to their ability to write. If a composition notebook cannot be used, a spiral notebook is the next best thing.

The notebook will only be used for this eight-week unit. I highly suggest using a different notebook for each unit. This will help students to organize and to differentiate between units of writing that they will do throughout the year. If necessary, you could also use two different writing genres in each notebook.

I recommend finding a place to keep their notebooks after the unit is complete. Once completed a couple units, you may want to use the notebooks to review the genre (personal narrative, informative, fiction, or opinion), or you may want to prompts for these genres. The notebooks can be used to review and practice at the end of the year. It can also be a Fast Finisher activity all year!

The notebook will be divided into three equal sections using the provided dividers (you can print these). I strongly encourage you to print the dividers on cardstock! This will ensure they last for the entire unit.

**ANCHOR CHARTS:** The notebook will be used for anchor charts and other resources that students complete during lessons. This is also a good place to keep student goals and a word list.

**MASTERPIECE:** During the writing lesson, students will be writing their two major masterpiece stories. The first story will be highly guided through mini lessons. During the last three weeks, students will complete a second masterpiece story that is done more independently.

**STORIES:** During the writing lesson, students will keep stories written when they finish the specific work task. They can also write stories in this section when they finish work early during other parts of the school day. It helps to keep students organized if they are not writing stories right in the middle of their masterpiece that is still being revised.

Not So Wimpy Teacher

## LEAD & INTRODUCTION

WRITING A LEAD & INTRODUCTION

Fast Finisher

YOUR READERS FROM THE START!

Fast

Question

Description

**NOTE!**

The mentor text. The mentor text is a short story used to model the skill. In this section, you will read a mentor text a lead and introduction anchor chart for your writing (or you can use the anchor chart to be a brainstorming process for a reading comprehension activity!)

Not So Wimpy Teacher



Detailed teacher directions explaining each component of the program will help you understand how to use the units and quickly get started in your classroom!

## Lesson 4: Generating a Topic

<p><u>Essential Question</u> How do opinion writers come up with topics to write about?</p>	<p><u>Materials</u> anchor chart student printable</p>
<p style="text-align: center;"><u>Mini Lesson</u></p> <p>"Have you ever had a hard time deciding what to write about? Today we are going to learn a good strategy for coming up with ideas for opinion essays. If we have good strategies for generating topics, we won't waste our time and will have more time to write!"</p> <p>"What is your favorite restaurant to eat at? Why?"</p> <p>"Did you know that you are all sharing your opinions about different restaurants? Thinking about your favorites can be a good place to start when coming up with an opinion topic."</p> <p>Do the first section of the topic ideas anchor chart. Add favorites that you have strong opinions about. An example is shown below.</p> <div style="text-align: center;"> <pre> graph TD     F((Favorites)) --- B[Book: Charlotte's Web]     F --- M[Movie: Beauty and the Beast]     F --- T[Teacher: Mrs. Sears]     F --- S[Sport: Football]             </pre> </div> <p>Other favorites ideas: school, principal, field trip, friend, television show, app, board game, subject in school, type of music, place to vacation</p>	
<p style="text-align: center;"><u>Work Time</u></p> <p>Students will make graphic organizers, or use the included printable, to brainstorm favorites. They should try to have at least four favorites, but can add more. This work should be kept in the resources section of their notebook.</p>	
<p style="text-align: center;"><u>Closing</u></p> <p>Students will share with a partner one topic on their graphic organizer they are most excited to write about. You can have a few students share with the whole class if time permits.</p>	
<p style="text-align: center;"><u>Intervention</u></p> <p>Ask students guiding questions to help them come up with favorites.</p>	<p style="text-align: center;"><u>Extension</u></p>

NOT SO WIMPY TEACHER, LLC

## Lesson 8: Point of View

<p><u>Essential Question</u> How do writers develop stories that are interesting to read?</p>	<p><u>Materials</u> mentor text point of view anchor chart</p>
<p style="text-align: center;"><u>Mini Lesson</u></p> <p>Read mentor text 8 to the class or have students read it with a partner.</p>	

## Lesson 9: Subtopics

<p><u>Essential Question</u> How can authors organize the facts in their reports?</p>	<p><u>Materials</u> mentor text subtopics anchor chart subtopics printable for each student</p>
<p style="text-align: center;"><u>Mini Lesson</u></p> <p>Read the lesson 9 mentor text or have students read it with a partner.</p> <p>"What is the topic of this report? If you look very carefully, you will see that the author has divided her report into multiple sections, or paragraphs. Each paragraph is a part, or subtopic, of her main topic. Let's look at each</p>	

## Lesson 17: Word Choice: Vocab

<p><u>Essential Question</u> How can an author's words show readers that they are an expert on the topic?</p>	<p><u>Materials</u> expert word anchor chart mentor text expert word printable</p>
<p style="text-align: center;"><u>Mini Lesson</u></p> <p>"Today, as we read, I want you to think about what words the author uses that help her to sound like an expert."</p> <p>Read the lesson 17 mentor text or have students read it to each other.</p> <p>"Did you notice any words that the author used that make her sound like an expert on the topic?" (fangs, stocky, burrow, prey, non-toxic) "Authors show that they are an expert by using vocabulary words that are commonly used when discussing their topic. They help readers to become an expert by defining the vocab words. They mix the definition into the text."</p> <p>Go back to some of the vocabulary words in the mentor text and show how the author defined the words.</p>	



This bundle contains 160 days of simple, one-page lesson plans! Each day starts with a mini lesson, followed by work time where students can apply the new skill to their writing.

## Washington, D.C.

### Day 9: Subtopics

Would you like to go on a trip to a place where you can see all kinds of historical things? Washington, D.C. is our nation's capital. It is a very popular place to visit.

#### The Lincoln Memorial

If you look closely at the back of a penny, you will see a building with a man sitting in it. This picture is the Lincoln Memorial. It was built in honor of Abraham Lincoln in 1922. Abraham Lincoln was the 16<sup>th</sup> President of the United States. People felt that Lincoln stood for honesty and doing what was right. The statue of Lincoln was made with marble. There are 36 Greek-like columns that make up the outside of the memorial. At night, the whole monument is lit up like it is glowing.

#### The Cherry Blossom Festival

Would you like to see rows and rows of amazing pink-flowered trees? If you visit Washington, D.C. in the spring, you can go to their yearly Cherry Blossom Festival. It all began in 1912 with the mayor of Tokyo. He gave 3,000 cherry blossom trees to Washington, D.C. The trees were a gift to honor the friendship between Japan and the United States. You can go to the four week-long festival to see the beautiful trees.

#### The Smithsonian

If you love art, history, and science, then you will love the Smithsonian. This place is right in the middle of Washington, D.C. It is made up of many museums. There is the Air and Space Museum, the American Art Museum, the National Museum of American History, and even the Butterfly Habitat Garden. Just down the road is a zoo that is also part of the Smithsonian.

The Smithsonian is perfect for kids and has something fun for



## We Should Get a Pool

### Day 7: Writing Strong Opinions

Does it get hot outside in the summertime. Do you know how hot it is because it's too hot to go outside? I have an idea! We should get a pool.

## Scared of Crows

### Day 13: Develop the Characters

It was a bright and sunny morning. It was nice and quiet in the garden. Charlie, the scarecrow, was looking over the garden. Suddenly, some crows swooped down toward him. It wasn't just two crows. It was a big group of crows!

Charlie was eating the food in the farmer's garden. This was a nightmare for Charlie. He was afraid of crows. One day, as he was looking over his face and started kicking his legs. This did not bother the crows at all. They thought that it was funny to see a scarecrow that was afraid of crows. The farmer yelled at the scarecrow and walked away. "What are you afraid of?" the farmer yelled at the scarecrow and walked away. "What are you afraid of?" the farmer yelled at the scarecrow and walked away.

Charlie was very sad. He laid down his head and cried. A crow flew down and sat on the fence. "What are you afraid of?" the crow asked. "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said.

Charlie really isn't that scary. We are afraid of things, too, just like you. My name is Billy. I'm not afraid of crows. We really aren't that scary. We are afraid of things, too, just like you. My name is Billy. I'm not afraid of crows.

Charlie asked Billy, "What are crows afraid of?" "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said.

Charlie said, "I'm afraid of you guys." "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said.

Charlie said, "I'm afraid of you guys." "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said.

Charlie said, "I'm afraid of you guys." "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said.

Charlie said, "I'm afraid of you guys." "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said.

Charlie said, "I'm afraid of you guys." "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said. "I'm afraid of you guys," the scarecrow said.

## The Babysitter

### Day 12: What is dialogue?

Charlie was very disappointed.

It's been a long time since your dad and I have gone out for hours.

## Ladybugs

### Day 3: What is an informational report?

Have you ever seen ladybugs before. Lots of kids can tell you that the ladybugs are very helpful. However, some kids don't know that ladybugs go through four stages. The four stages are the egg, larva, pupa, and adult.

The ladybug starts out in a small yellow or orange egg. The little egg could be seen on the back of a leaf. The egg can take four to ten days to hatch.

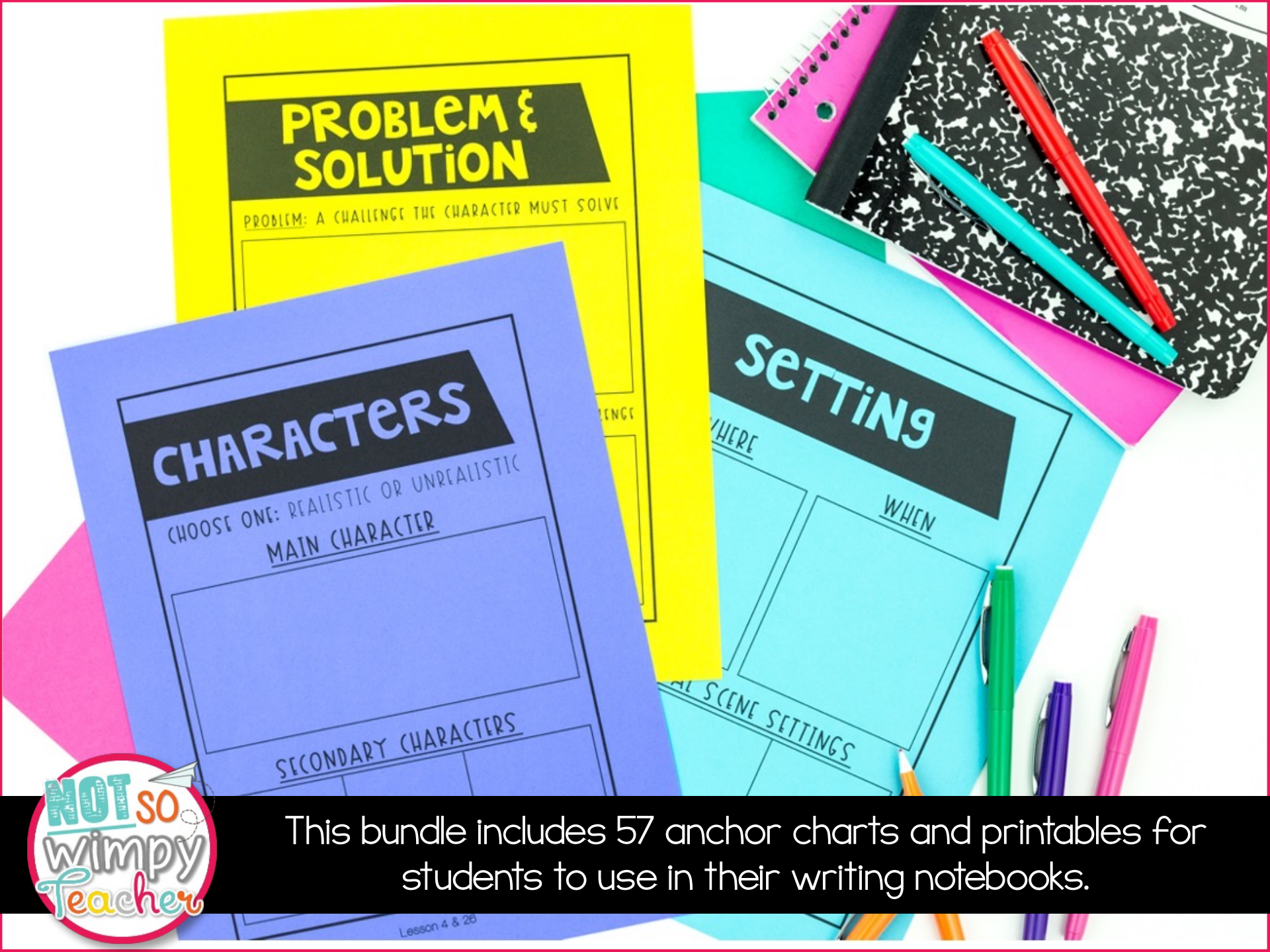
The larva is a black-spotted alligator? You might think that you have seen a tiny alligator on a leaf. The larva is a ladybug's life. It can look a little spiky. The larva is a pest that hurt our gardens. The ladybug will stay on the leaf for a few weeks.

The pupa is a black-spotted alligator. It cannot move or eat. It is on the inside of the leaf. The larva starts to turn a darker color. The pupa is ready to hatch.

The adult ladybug is a black-spotted alligator. It cannot move or eat. It is on the inside of the leaf. The larva starts to turn a darker color. The pupa is ready to hatch.



No need to buy books or spend time searching for mentor texts! This bundle contains 55 original mentor texts to help you teach specific skills in each genre of writing.



# PROBLEM & SOLUTION

PROBLEM: A CHALLENGE THE CHARACTER MUST SOLVE

# CHARACTERS

CHOOSE ONE: REALISTIC OR UNREALISTIC  
MAIN CHARACTER

SECONDARY CHARACTERS

# SETTING

WHERE

WHEN

SCENE SETTINGS



This bundle includes 57 anchor charts and printables for students to use in their writing notebooks.

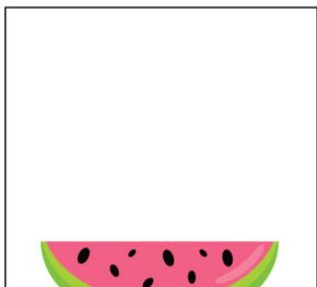
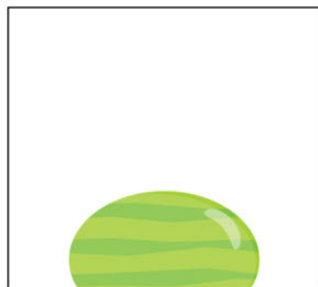


# NARROWING A TOPIC TO A **SEED REPORT**

A **SEED REPORT** FOCUSES ON A



PART OF A TOPIC



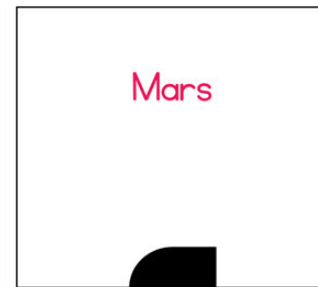
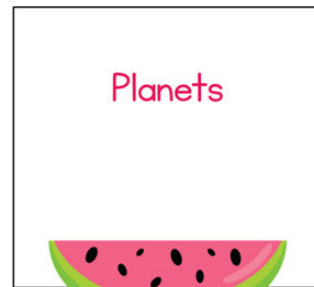
NOT SO WIMPY TEACHER: LESSON 6 & 26

# NARROWING A TOPIC TO A **SEED REPORT**

A **SEED REPORT** FOCUSES ON A

**SMALL**

PART OF A TOPIC



not so wimpy teacher: lesson 6 & 26



The 50 included teacher anchor charts or posters come in both blank and filled-in versions.

**INFORMATIONAL Report**  
Task Cards

**FICTION Narrative**  
Task Cards

**PERSONAL Narrative**  
Task Cards

**INFORMATIONAL Prompts**  
Task Cards

Research and write about...  
the

**OPINION Prompts**  
Task Cards

Should students be allowed to

**PERSONAL NARRATIVE Prompts**  
Task Cards

Write about a time that

**FICTION NARRATIVE Prompts**  
Task Cards

Write about a turtle who is afraid to come out of his shell

**OPINION Writing**  
Task Cards

Is it opinion writing?  
a story about the time I went camping with my dad

Is it opinion writing?  
a piece about why children should be paid to do chores

**PUNCTUATING Dialogue**  
2nd Grade Task Cards

Which is correct?  
A. "Have soccer!" said Mom yelled.  
B. "Have soccer!" said Mom yelled.  
C. "Have soccer!" said Mom yelled.

Which is correct?  
A. Clean your room! Mom yelled.  
B. "Clean your room!" Mom yelled.  
C. "Clean your room!" Mom yelled.

Is it an informational report?  
a piece about Christopher Columbus

Is it a fiction narrative?  
a story about a bird who wishes he was a cat

Write about a girl who gets hurt while dancing on stage



Task cards provide writing prompts and practice identifying each genre.

# Fiction narrative writing rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: /20

	2	1	0
lead	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
paragraphs	Divided the story into paragraphs to show changes in setting, large amounts of time passing and new characters speaking.	Divided the text into paragraphs, but made some errors about when to change to a new paragraph.	Did not use paragraphs.
characters	Included main and secondary characters that were developed with lots of details.	Included only a main character OR the characters need to be more developed.	Does not include secondary characters AND the characters need to be more developed.
setting	Used a "show don't tell" strategy to develop a setting.	Included a description of the setting.	Does not include any details about the setting.
problem and solution	Included a problem, suspense and a solution to the problem.	Included a problem and a solution.	Does not include a solution to the problem.
transitions	Included sufficient transitions.	Included some transitions.	Did not use transitions.
dialogue	Included dialogue between characters and the dialogue is punctuated correctly.	Included dialogue between the characters, but there are some punctuation errors.	The story does not include any dialogue.
ending	Wrote an interesting ending.	Wrote an ending.	Story does not include an ending.
spelling	Spelling reflects editing and only has grade-level appropriate errors.	Writing includes some spelling errors that should have been	Writing has many spelling errors that should have been

# Informational writing rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: /20

	2	1	0
FACTS	Wrote a report with plenty of facts about a topic.	Wrote a report with limited facts and/or it included opinions.	Piece is not an informational report with facts about a topic.

# Opinion writing rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: /20

	Mastered	Progressing	Not yet
OPINION	Clearly stated an opinion on a topic.	Had an opinion, but it was not clear.	Piece is not an opinion essay.

# Writing personal narrative rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: /20

	2	1	0
SMALL MOMENT narrative	Wrote a personal narrative about a small moment in time.	Wrote a personal narrative but it is not narrowed down to a small moment.	Story is not a personal narrative.
lead	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
paragraphs	Divided the text into paragraphs to show when time passed, the topic changed or different characters spoke.	Divided the text into paragraphs, but made some errors about when to change to a new paragraph.	Did not use paragraphs.
transitions	Included sufficient transitions.	Included some transitions.	Did not use transitions.
dialogue	Used dialogue to show what characters said and punctuated the dialogue correctly.	Used dialogue, but made some errors in punctuating the dialogue or used very little dialogue.	Did not use dialogue.
details	Used lots of details that helped a reader to be able to visualize the story.	Used some details.	Story was basic and did not include enough detail.
WORD CHOICE	Used words that showed what was happening rather	Used words that told what happened	Used words that told what happened

does not include a lead.  
 did not use paragraphs.  
 it include to support opinion.  
 did not use paragraphs.  
 did not use transitions.  
 did not use very words or facts.  
 does not include an ending.  
 has many errors that have been listed.



Simple and student-friendly rubrics are included in each unit.

	appropriate errors.	that should have been edited.	should have been edited.
PUNCTUATION	Uses correct punctuation.	Writing has some	Writing has many



SONG  
NATIVE

- 1 WEEK 1
- 2 WEEK 2
- 3 WEEK 3
- 4 WEEK 4
- 5 WEEK 5
- 6 WEEK 6
- 7 WEEK 7
- 8 WEEK 8

### Lesson 16: Lead/Introduction

**essential question**  
How can authors hook readers so that they will want to read their report.

**Materials**  
lead anchor chart  
mentor text

**Mini Lesson**  
Read the lesson 16 mentor text or have students read it to each other.  
"Now that you have drafted your reports, it is time to make them sound even better by doing revisions. We are going to start by revising the lead and introduction. We want our report to start with words that will hook readers so that they want to keep reading."  
Reread just the introduction of the mentor text.  
"What type of lead does this report have?"  
"Yes. She used a question to hook her readers. Now they want to keep reading to find out the answer!"  
Complete the anchor chart together.

Fact	On average, there are 50,000 spiders per acre in green areas. Don't worry! Although spiders are widely feared, only a few species are dangerous to people.
Question	Are humans the only ones who name their babies?

### Fiction Narrative Writing Unit

Day 1 Pre-Assessment	Day 2 Setting Up Notebooks	Day 3 What is a fiction narrative?
Day 6 Problem	Day 7 Solution	Day 5 Point of View
Day 11 Goal/Setting	Day 12 Revise the Lead	Day 15 Develop the Characters
Day 16 Adding Dialogue	Day 17 Punctuating Dialogue	Day 18 Word Choice (Strong)
Day 21 Revising the Ending	Day 22 Edit	Day 23 Setting
Day 26 Characters & Point of View	Day 27 Publishing	Day 28 Draft
Day 31 Revise Lead and Develop Characters		
Day 36 Revise Final Draft		



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

COLLECTIVE NOUNS  
... NOUN gives a

... s



# Not So Wimpy grammar lessons contain everything you need to teach grammar in 10 minutes a day!

## COLLECTIVE NOUNS <<<<<

A **COLLECTIVE NOUN** gives a name to groups of places.

- a **range** of mountains
- a **chain** of islands



Tell your partner a sentence using a collective noun for ...

**COLLECTIVE NOUNS**

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

Match the correct collective noun to the correct noun.

a _____ of scissors	team	range
a mountain _____	fish	vay
a sports _____	pair	
a school of _____	range	

Circle or highlight the collective noun.

I saw a pack of wolves coming my way.

**Collective nouns**

WORD GIVEN TO NAME A GROUP

people
places
things
animals

each flap, write a collective noun that describes on the flap. Ex: A group of people = class

Not So Wimpy Teacher

## COLLECTIVE NOUNS <<<<<

### Write at least three sentences to tell about a farm. Use the word bank to help.

- family
- flock of birds
- gaggle of geese
- l of cattle
- litter of puppi

### Identifying Collective Nouns

Read the card and write your answer in the box.

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

1	2	3	4	5	6
7	8	9	10	11	12

Write the correct collective noun.

flight of grapes  
bunch of grapes

10

Write the collective noun.

We ran from a swarm of bees.

14

Write the collective noun.

picked a quiet of wewers.

17



# Schedule

Here is a suggested schedule for the products in each unit:

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

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

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

**Thursday:** Practice using **task cards**

**Friday:** Assess with either a **printable or digital assessment**



I have also included options for a 3- or 4-day schedule as well!

# Mini Lesson

Using the provided PowerPoint, introduce the weekly grammar skill. The lesson does encourage collaboration. It is important that students have a shoulder partner to share with or a whiteboard on which to write and present answers.

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

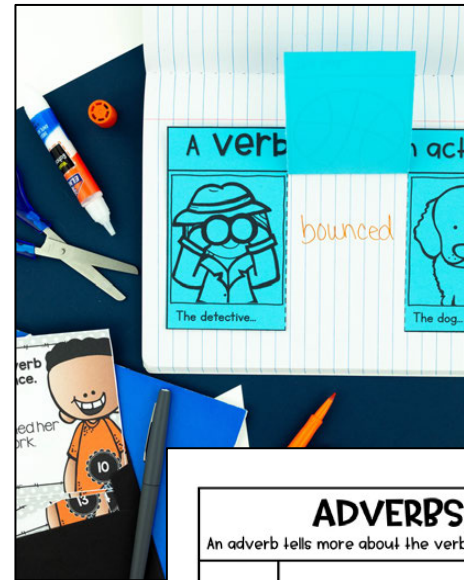


# Interactive Notebook

The interactive notebook activity is great practice and will become a resource that students can look back on all year.

Directions are written on each page. I like to print my notebook activities using brightly colored paper!

Some notebooks will include answer keys. Others will not, as student answers will vary.



ADVERBS	
An adverb tells more about the verb in a sentence.	
HOW?	I worked on my homework <b>neatly</b> .
WHEN?	<b>Today</b> , we learned about space!
WHERE?	He will plant the tree <b>here</b> .

Answer Key

# Interactive Notebook



# Writing Activity

Each week, students will take their new language skill and incorporate it into their writing. Simply use the PowerPoint provided to guide students as to what they should be writing.

**CONTEXT CLUES** <<<<<<<<<

Here is an example for the following writing activity:

1. I wear my **coodabee** when it's cold outside.
2. Mom asks me to hang up my **coodabee** on the coat rack when I get home from school.
3. One day I left my **coodabee** -

ound at

is?

Not So Wimpy Teacher

**CONTEXT CLUES** <<<<<<<<<

Write at least three sentences to give clues about the meaning of

**rumyooper**

\*It can mean whatever you want it to mean.

Not So Wimpy Teacher



# Task Cards

Students will practice the weekly grammar skill using task cards. Each student will need a recording sheet. You will need one set of 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. The order in which they complete the cards does not matter, and they can work at their own pace.

Look for a **definition** to find the meaning of the underlined word.

Most doctors are very intelligent, or smart.

Make an **inference** to find the meaning of the underlined word.

I demolished my lunch. I can't believe I was that hungry.

destroyed/hungry/put together

Look for a **definition** to find the meaning of the underlined word.

Our teacher anticipated or punted on, having students in our class this year.



2





# Task Cards

## Identifying Verbs

Read the card and write the verb in the box.

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

1. looked	2. gave	3. rolled	4. hear	5. poked	6. laughed
7. shines	8. cooked	9. climbed	10.	11.	12.
13.	14.	15.	16.	17.	18.
19.	20.	21.	22.	23.	24.

Identify the verb in the sentence.

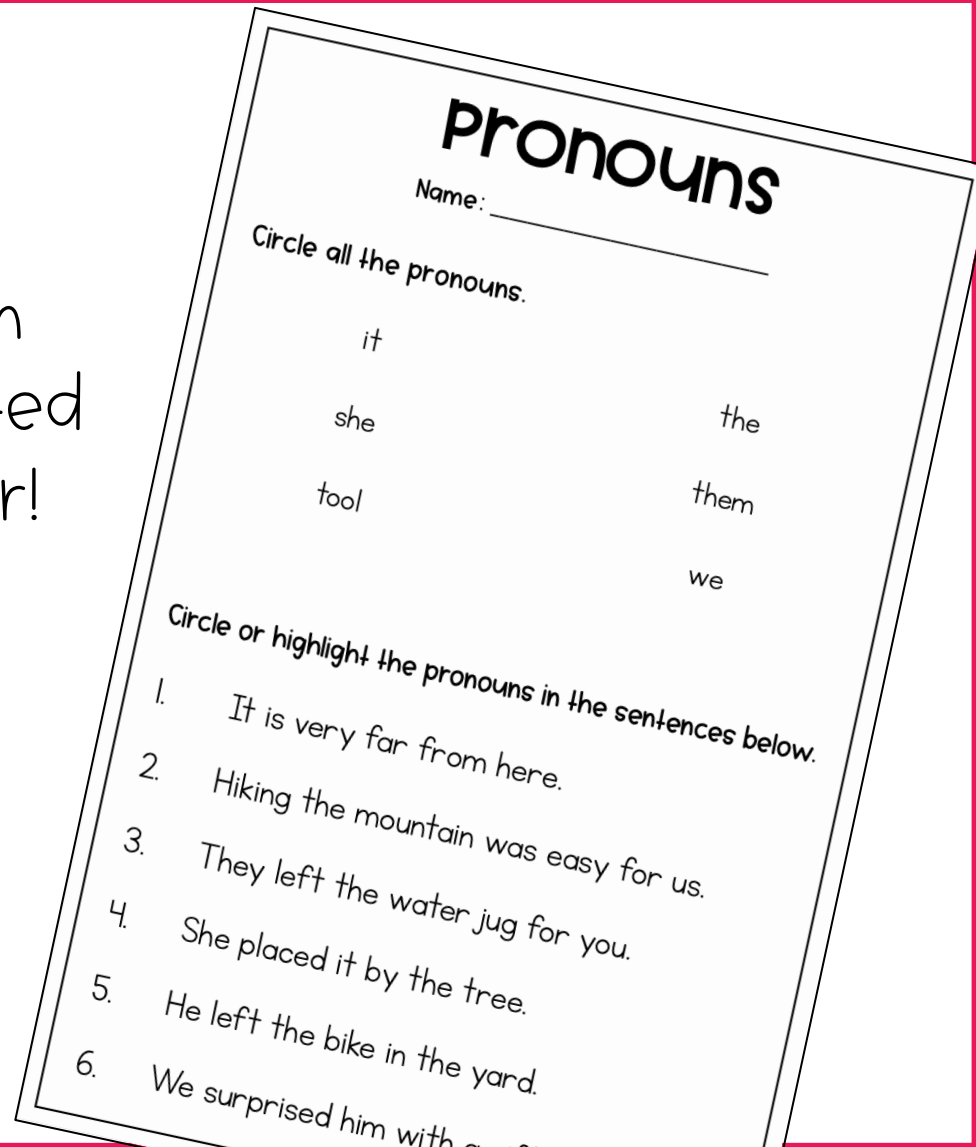
The monkey climbed the tree.



# Printable Assessment

At the end of the week, students will work independently to complete an assessment. These are printed two to a page to save paper!

Answer keys are included.



# Digital Assessment

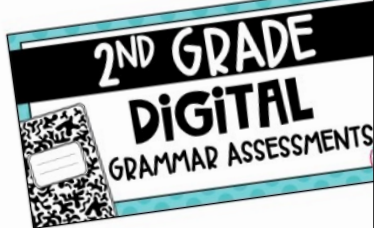
You can also use the included self-grading digital assessment by adding it to your Google Drive and assigning it in Google Classroom!

The screenshot shows a digital assessment interface. At the top, there is a header with a cartoon character and the text "IDENTIFYING Pronouns Assessment". Below this is the title "Identifying Pronouns Assessment". A note states "Your email will be recorded when you submit this form". There is a "Required" field for "Name:" and a "Your answer" field. The directions are "Check the box next to each pronoun." The question is "Identify the pronouns:" with a value of "4 points". The options are "it", "she", "tool", and "the", each with a checkbox.

Digital Assessment

Click the image below to copy the digital assessment to your Google Drive. This assessment is self-grading, so you may adjust questions as needed to meet your students' needs.

CLICK HERE!  
>>>



Technology Tips

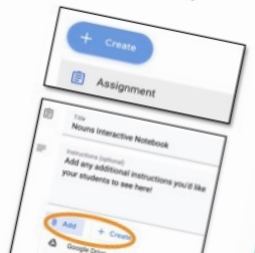
Assign Work on Google Classroom

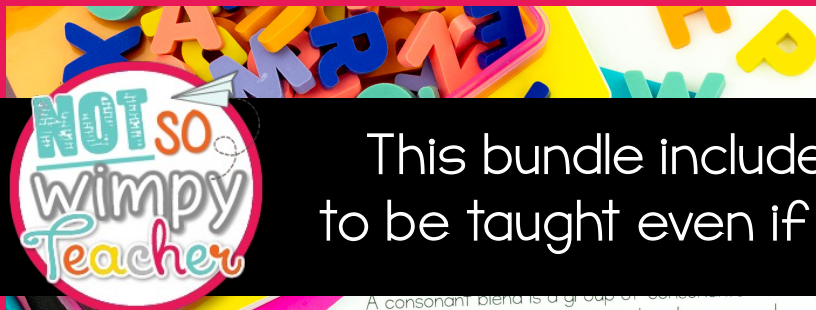
your Google Classroom set up and have the digital assessment saved in your drive. Need help with Google Classroom? See the [Google Classroom Teacher Center](#) for more instructions.

page on Google Classroom, create a

title and any instructions you want your students to see here.

Click "Add" and select Google Drive. Then, choose the file you want to assign to your





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

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

**1.3 SHORT VOWELS**

Name \_\_\_\_\_

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

**1.1 WORD FAMILIES**

Name \_\_\_\_\_

Word families share a similar sound and...

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

SAY SPLIT

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

**1.5**

Name \_\_\_\_\_

Write each word...

**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

Write two words that start with the digraph:

sh sh

Write two words that end with the digraph:

th th

Write the vowels in the word below.

past

9

## 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 \_\_\_\_\_ 9
- use \_\_\_\_\_ 10
- wave \_\_\_\_\_ 11
- cake \_\_\_\_\_ 12
- huge \_\_\_\_\_ 13
- \_\_\_\_\_ 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

## I.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.

Not So Wimpy Teacher

## 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.

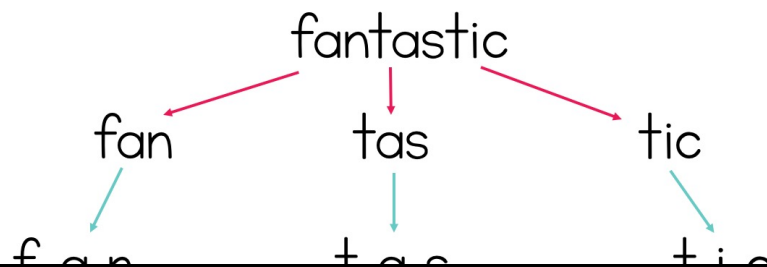
This means you can say!

- 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. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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

15 DIGRAPHS SH & TH  
SPELLING WORDS – LIST A

- |                |       |                          |
|----------------|-------|--------------------------|
| 1. bath _____  | LEARN | <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"/> |



### 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

mash

wish

Write two words that start with the digraph:

th

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.

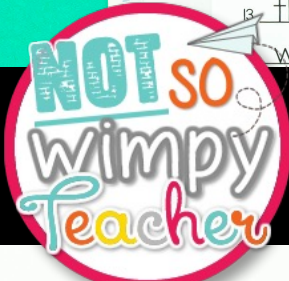
- bag
- fled
- lift
- drop



### CONSONANTS & VOWELS

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

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



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!



### 1.1 WORD FAMILIES

Name \_\_\_\_\_

Word families share a similar sound and spelling pattern.

Sort your spelling words into the correct word family.

-at

-ake



### 1.6 DOUBLE CONSONANTS

Name \_\_\_\_\_

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

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

SPELLING WORDS	



### 1.5 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.



### 1.4 CONSONANT BLENDS

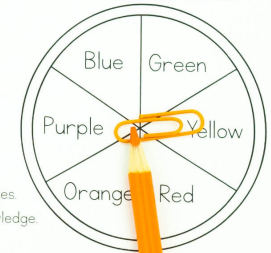
Name \_\_\_\_\_

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	stre

Not So Wimpy Teacher

### 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	

Not So Wimpy Teacher

### 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>

Not So Wimpy Teacher

## 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. hot
  - 8. lift
  - 9. lost
  - 10. myself
  - 11. past
  - 12. punt
  - 13. regret
  - 14. sip
  - 15. sunbat

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 memorize 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 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.

Use the notebook activity by following the directions written on the page. 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.

### 3.2 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** 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 /l/ and a /l/ and a /l/).

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

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 in 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



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