



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

Name: _____

1.3 Syllables

Every syllable must have a vowel.

Syllable _____

Write your spelling _____

- If the word has _____
- If the word has _____
- If the word has _____
- If the word has _____

Look at the word. Write _____

ment _____

Unit One: 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. dis *lant*, not *dis tint* and *pro tect*, not *pruh tect*).

Lesson	Objective	Mini Lesson Practice Words
I.1	Word Families Word Families share a similar sound and spelling pattern.	sprain decline misplace
I.2	Consonants & Vowels The letters a, e, i, o, and u are vowels. All other letters are consonants, and y can be either. Some vowels and consonants can make more than one sound.	frost segment consume
I.3	Syllables Syllables are parts of words. Every syllable must have a vowel.	member include duplicate
I.4	Vowel Sounds Short vowels say a sound a vowel makes. Long vowels say the name of the vowel. A schwa is the vowel in an unaccented syllable.	moment rescue identify
I.5	Consonant Blends A consonant blend is a group of consonants that blend together. Each consonant makes a sound.	credit sneaky harvest
I.6	Digraphs A digraph is two letters combined to make one sound. Sh, th, ph, ch, wh, kn, and wr are digraphs.	digraph nephew abolish
I.7	Using tch, ck & dge We only use tch, ck, and dge immediately after single short vowels.	sketch quickly misjudge
I.8	Unit One Review Let's review all the skills we learned in Unit One!	explain jacket photograph

I.5 Consonant Blends Spelling Words - List C

LEARN

- absent _____
- consult _____
- crystal _____
- diamond _____
- elegant _____
- fluent _____
- harvest _____
- pleasure _____
- pretend _____
- scribe _____
- slump _____
- sneeze _____
- structure _____
- twelve _____
- uplift _____

I.3 Syllables

SYLLABLES are parts of words. Every syllable must have a **VOWEL**.

ONE SYLLABLE	TWO SYLLABLES	THREE SYLLABLES
drum	rabbit	exciting
		remember
		celebrate

I.6 Digraphs

A **DIGRAPH** is two letters combined to make one sound. **SH, PH, TH, WH, CH, KN,** and **WR** are digraphs.

sh	publish	ch	cheese
ph			
th			
wh			

Spelling Strategy

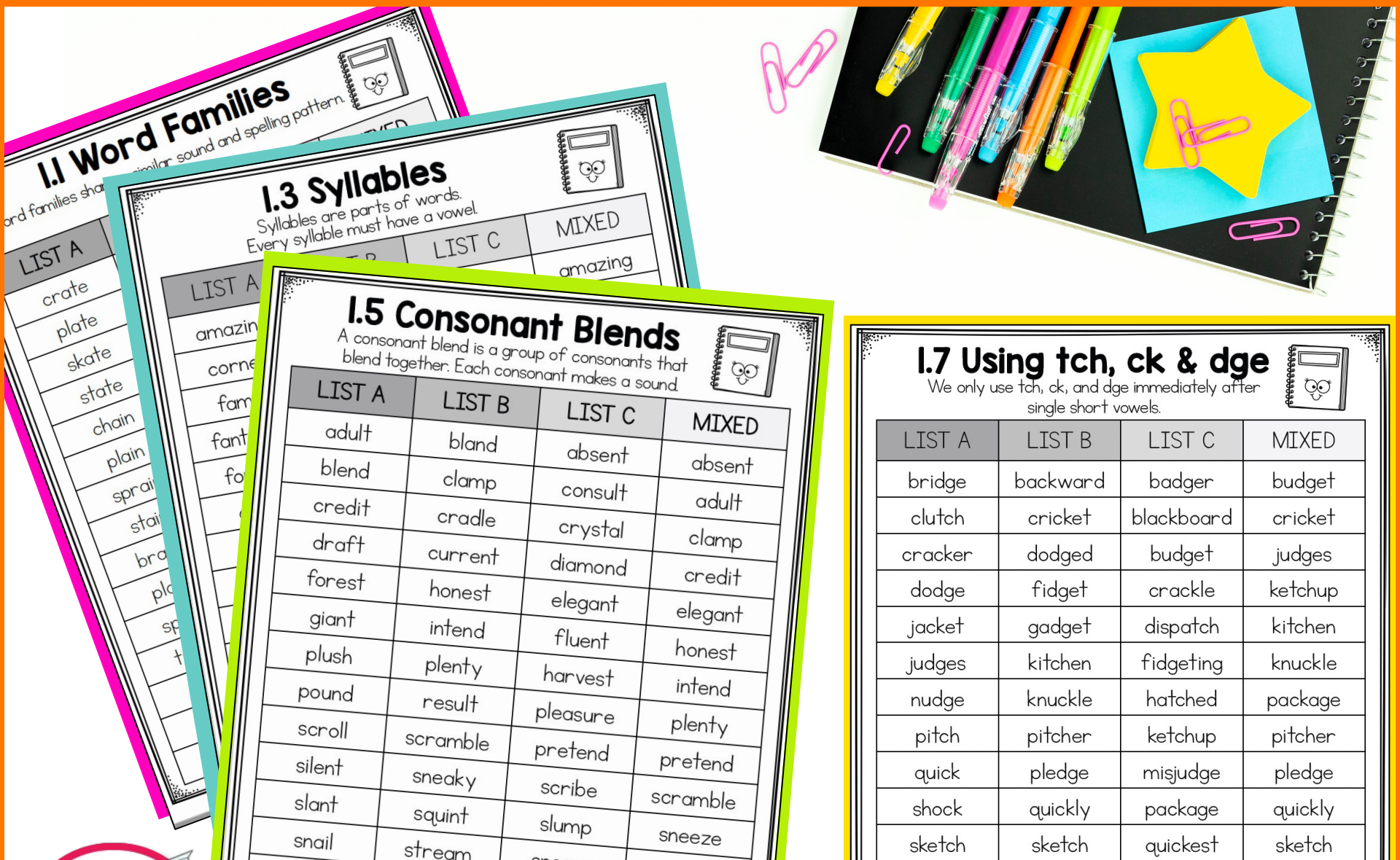
STEP 1: SAY Say the word out loud.	STEP 2: SPLIT Split the word into sounds, parts, or syllables.
STEP 3: APPLY Apply patterns, rules, or previous knowledge.	STEP 4: SPELL Write or spell the word.

Choose the correct consonant blend and write the word.

"These strawberries are _____ and. They have no flavor at all," said the chef.

gr / st / bl

I



1.1 Word Families

Word families share similar sound and spelling patterns.

LIST A

- crate
- plate
- skate
- state
- chain
- plain
- sprain
- stair
- bracket
- plate
- space
- tail

1.3 Syllables

Syllables are parts of words. Every syllable must have a vowel.

LIST A

- amazing
- corner
- family
- fantasy
- foam

1.5 Consonant Blends

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

LIST A	LIST B	LIST C	MIXED
adult	bland	absent	absent
blend	clamp	consult	adult
credit	cradle	crystal	clamp
draft	current	diamond	credit
forest	honest	elegant	elegant
giant	intend	fluent	honest
plush	plenty	harvest	intend
pound	result	pleasure	plenty
scroll	scramble	pretend	pretend
silent	sneaky	scribe	scramble
slant	squint	slump	sneeze
snail	stream	sneaky	

1.7 Using tch, ck & dge

We only use tch, ck, and dge immediately after single short vowels.

LIST A	LIST B	LIST C	MIXED
bridge	backward	badger	budget
clutch	cricket	blackboard	cricket
cracker	dodged	budget	judges
dodge	fidget	crackle	ketchup
jacket	gadget	dispatch	kitchen
judges	kitchen	fidgeting	knuckle
nudge	knuckle	hatched	package
pitch	pitcher	ketchup	pitcher
quick	pledge	misjudge	pledge
shock	quickly	package	quickly
sketch	sketch	quickest	sketch



Differentiated spelling lists allow students to work at their level, or you can use the mixed spelling list for the whole class.

I.6 Digraphs Spelling Words - Mixed

LEARN

1. author _____
2. cherish _____
3. crunch _____
4. digraph _____
5. gather _____
6. knead _____
7. nephew _____
8. school _____
9. shadow _____
10. short _____
11. unknown _____
- _____ whale _____

I.6 Digraphs

A digraph is two letters combined to make one sound. Sh, th, ph, ch, wh, kn, and wr are digraphs.



Dear Families,

This week's spelling list introduces consonant digraphs. A digraph is two letters combined to make one sound. This week, we will practice using the digraphs sh, th, ph, ch, wh, kn, and wr. Some words may use a digraph as part of a blend. For example, the word *shrimp* contains the digraph sh blended with the consonant r.

When we use our spelling strategy, we say each word out loud slowly so that we can listen for each individual sound.

Our spelling strategy uses four steps:

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.

Below are your child's spelling words. Save this list! You will need it for at-home practice and homework!

author	knead	unknown
cherish	nephew	whale

Includes a weekly family skill letter connecting school to home.

Let's Review!

Which words below contain a
consonant blend?

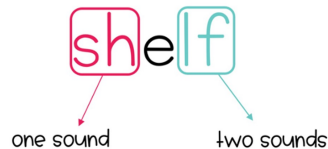
street
editor

1.6 Digraphs

A **DIGRAPH** is different from a **consonant blend**. A **DIGRAPH** only makes one sound.

In the word *shelf*:

- **sh** is one sound
- **lf** is two sounds that blend together



Not So Wimpy Teacher

Let's Practice!

Here are some words that use these beginning **digraphs**. I bet you thought of even more!

sh	wh	wr	th
shelf	nowhere	wrist	with
punish	who	wrestle	thankful

Wrap It Up!

★ Turn and talk:

What is the difference between a **digraph** and a **consonant blend**?

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



1.5 Consonant Blends

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

rst- is a consonant blend.

- ✓ The letters r, t, s are consonants.
- ✓ The consonants blend together smoothly.
- ✓ Each consonant makes a sound.

★ Turn and talk: In the word, which consonants blend? (We will learn more about this next week.)

1.5 Consonant Blends

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

drip spin

1.5 Consonant Blends

When we are spelling words with **CONSONANT BLENDS**, it is important to listen for every sound!

My dad _____ his coffee beans every morning.

grids rinds grinds grins



Aligns with the science of reading through phonemic awareness, as well as phonics and word recognition, providing a systematic approach to teaching spelling.



1.5 Consonant Blends Spelling Words - List A

- LEARN
- adult _____
- blend _____
- credit _____
- draft _____
- forest _____
- giant _____
- plush _____
- pound _____
- scroll _____
- silent _____
- slant _____
- snail _____
- stamp _____
- strict _____
- twist _____

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1.5 Consonant Blends

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

- scroll
- intend
- blend
- sneaky
- taunt
- fluent



Write two words with the beginning consonant blend:

st

Write two words with the beginning consonant blend:

pl

Write two words with the beginning consonant blend:

tr

Write two words with the ending consonant blend:

nt

Write two words with the ending consonant blend:

nd

Write two words with the ending consonant blend:

ft

1.5 Consonant Blends Spelling Words - List C

- LEARN
1. absent _____
2. consult _____
3. crystal _____
4. diamond _____
5. elegant _____
6. fluent _____
7. harvest _____
8. plea _____
9. pre _____
10. scr _____
11. slu _____
12. sn _____
13. st _____
14. tv _____
15. u _____

1.5 Consonant Blends Spelling Words - List B

blend _____

1.5 Consonant Blends

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

- scroll
- intend
- blend
- sneaky
- taunt
- fluent



Write one of your spelling words:

Write one of your spelling words:

Under the flap, write another word that uses the same consonant blend.

Under the flap, write another word that uses the same consonant blend.

Write one of your spelling words:

Write five spelling words you want to practice.

Under the flap, write another word that uses the same consonant blend.

Underline the beginning and ending consonant blends.

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



Which underlined consonant makes a different sound than the others?

crispy
common
space
panic

5

Name: _____

I.1 Word Families

Word families share a similar sound and spelling pattern.

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

Not So

Name: _____

I.7 Using tch, ck & dge

We only use tch, ck, and dge immediately after single short vowels.

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

So Wimpy Teacher

Which short vowel sound is in the word below?

bother

ä / ë / ı / ö / ü

Remember: The " symbol means the vowel is short!

14

Which underlined consonant makes a different sound than the others?

center
carpet
replace
circle

12

Arrange the syllables to make a word.

sat fy
 is

13

In which word is the letter a in an unaccented syllable?

camping
 around
 favorite

14

Choose the correct consonant blend and write the word.

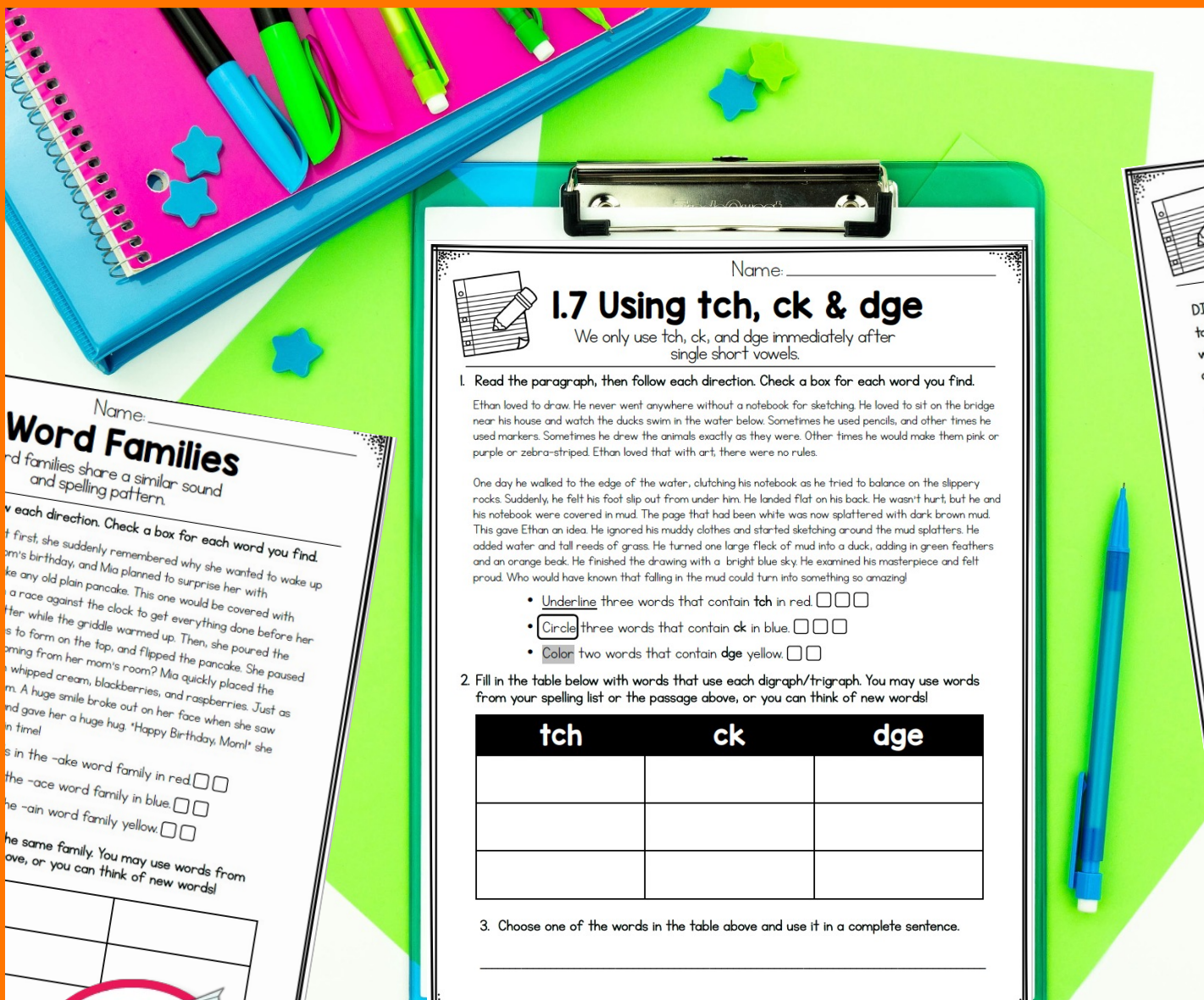
"These strawberries are _____ and they have no flavor at all," said the chef.

gr / st / bl

15



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



Name: _____

Word Families

Word families share a similar sound and spelling pattern.

Read each direction. Check a box for each word you find.

At first, she suddenly remembered why she wanted to wake up on Mom's birthday, and Mia planned to surprise her with an old plain pancake. This one would be covered with a race against the clock to get everything done before her mother while the griddle warmed up. Then, she poured the batter to form on the top, and flipped the pancake. She paused to think from her mom's room? Mia quickly placed the pancake on a plate with whipped cream, blackberries, and raspberries. Just as Mia was about to take a bite, she saw a huge smile broke out on her face when she saw Mia gave her a huge hug. "Happy Birthday, Mom!" she said in a happy voice.

Write the words in the _____-ake word family in red.

Write the words in the _____-ace word family in blue.

Write the words in the _____-ain word family yellow.

Write words that are not in the same family. You may use words from the passage above, or you can think of new words!

Name: _____

1.7 Using tch, ck & dge

We only use tch, ck, and dge immediately after single short vowels.

1. Read the paragraph, then follow each direction. Check a box for each word you find.

Ethan loved to draw. He never went anywhere without a notebook for sketching. He loved to sit on the bridge near his house and watch the ducks swim in the water below. Sometimes he used pencils, and other times he used markers. Sometimes he drew the animals exactly as they were. Other times he would make them pink or purple or zebra-striped. Ethan loved that with art, there were no rules.

One day he walked to the edge of the water, clutching his notebook as he tried to balance on the slippery rocks. Suddenly, he felt his foot slip out from under him. He landed flat on his back. He wasn't hurt, but he and his notebook were covered in mud. The page that had been white was now splattered with dark brown mud. This gave Ethan an idea. He ignored his muddy clothes and started sketching around the mud splatters. He added water and tall reeds of grass. He turned one large fleck of mud into a duck, adding in green feathers and an orange beak. He finished the drawing with a bright blue sky. He examined his masterpiece and felt proud. Who would have known that falling in the mud could turn into something so amazing!

- Underline three words that contain **tch** in red.
- Circle three words that contain **ck** in blue.
- Color two words that contain **dge** yellow.

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

tch	ck	dge

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

Name: _____

1.4 Vowel Sounds

Short vowels say a sound a vowel makes. Long vowel name of the vowel. A schwa is the vowel in an unaccented syllable.

DIRECTIONS: Use a pencil and a small paper clip to spin the spinner for each of your spelling words. Write your spelling words below in the color you spin! Then, complete the tasks below.

Remember to use the spelling strategy to write your words.

SAY → SPLIT → APPLY RULES → SPELL

Each word below has been split into syllables. Circle the unaccented syllable. It will contain a schwa, or 'lazy vowel.'

a round rea son

gal lon prob lem

as pire cus tom

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

I.5 Consonant Blends

List: A B C

Name: _____
Write each word as it is read aloud.

- _____ 9. _____
- _____ 10. _____
- _____ 11. _____
- _____ 12. _____
- _____ 13. _____
- _____ 14. _____
- _____ 15. _____
- _____

Circle the words that contain consonant blends.

blink	wise	brisk
river	drift	lemon
alive	grime	splint
prevent	taken	plunge

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I.5 Consonant Blends

I.5 Consonant Blends

Name: _____

Write each word as it is read aloud.

- _____ 9. _____
- _____ 10. _____
- _____ 11. _____
- _____ 12. _____
- _____ 13. _____
- _____ 14. _____
- _____ 15. _____
- _____

Circle the words that contain consonant blends.

blink	wise
river	drift
alive	grime
prevent	taken

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I.5 Consonant Blends

I.5 Consonant Blends

ANSWER KEY - LIST C

Write each word as it is read aloud.

- pretend 9. elegant
- slump 10. crystal
- twelve 11. diamond
- fluent 12. pleasure
- structure 13. harvest
- consult 14. uplift
- absent 15. scribe
- sneeze

Circle the words that contain consonant blends.

blink	wise	brisk
river	drift	lemon
alive	grime	splint
prevent	taken	plunge

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A Note About Grading

You can score this assessment one of two ways:

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



Assessments test students on both their spelling list and the weekly skill. Answer keys are included!

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 what about their words and if they can guess this week's spelling skill.

Partner Practice Routine

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

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

Students will work with partners and swap spelling books. Student 1 will read the first word to their partner. Student 2 will spell the word aloud using the spelling strategy: Say, Split, Apply, Spell.

3. If a student spells the word incorrectly, their partner can share the correct spelling and check the box under "learn." This word can then be practiced the next day during partner practice.

16 Digraphs Spelling Words - L	
1. cherish	_____
2. chimney	_____
3. digraph	_____
4. knead	_____
5. known	_____
6. method	_____
7. nephew	_____
8. school	_____
9. shadow	_____
10. shovel	_____
11. weather	_____
12. whale	_____
13. whisper	_____
14. wrestle	_____
15. writer	_____

quizzing each other on words. Learn for at least five

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.

2-Day Schedule

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Spelling Quick Start

At the start of each unit, you can use a spelling pretest or a measuring tool. The pretest includes questions from each week of lessons. You

Unit One: A	
Lesson	
LI	
Objective	

Interactive Notebooks

Interactive notebook activities to practice the weekly skill in addition to the other notebook activities (INB) for each week of the unit. There are two notebook activities (INB) for each week of the unit. One focuses on the weekly skill, while the other focuses on specific words. Choose the option you prefer! The notebook activities are consistent each week so that students know what to expect and complete their activity quickly.

Spend five minutes using the partner practice routine. Students complete an interactive notebook activity. I have kept the cutouts in their spelling notebooks which words they missed and will want to practice.

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

Use the top and bottom rectangles and cut along the cut lines. Glue the sides of the flaps (see below) and glue the page into the notebook. The notebook activity will be on the right page opposite to the week's spelling list. Write the 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. If you have limited time for spelling, the notebook activity can be used as a center, or as bell work. Partner practice can take place at the same time as you have a few spare minutes!



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



Name: _____

1.1 Word Families

Word families share a similar sound.

1. Read the poem.

Mia's alarm b...
early in the...
breakfast. B...
berries and...
mom woke u...
batter on th...
to strain her...
pancake on...
she finished...
what Mia h...
said, sighing.

2. Fill in your...

-ate
-ain
-ine

Name: _____

1.7 Using tch, ck & dge

We only use tch, ck, and dge immediately after _____ vowels.

MIXED

LIST A

bridge
clutch
crack
dodge
jack
juice
r...

Name: _____

1.4 Vowel Sounds

Short vowels say a sound a vowel makes. Long vowels say the name of the vowel. A schwa is the vowel in an unaccented syllable.

DIRECTIONS: Use a pencil and a small paper clip to spin the spinner for each of your spelling words. Write your spelling words below in the color you spin! Then, complete the tasks below.

Remember to use the spelling strategy to write your words.

SAY → SPLIT → APPLY RULES → SPELL

SPELLING STRATEGY

STEP 1:
SAY
Say the word out loud

STEP 2:
SPLIT

1.5 Consonant Blends

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

1.6 Digraphs

Spelling Words - Mixed

- author
- cherish
- crunch
- digraph
- gather
- knead
- nephew
- school

LEARN

1.6 Digraphs

A digraph is two letters combined to make one sound. Sh, th, ph, ch, wh, kn, and wr are digraphs.

Dear Families,

This week's spelling list introduces consonant digraphs. A digraph is two letters combined to make one sound. This week, we will practice using digraphs as part of a blend. For example, the word *shrimp* contains the digraph sh blended with the consonant r.

When we use our spelling strategy, we say each word out loud slowly so that we can listen for each individual sound.

Our spelling strategy...

Which underlined consonant makes a different sound than the others?

center
carpet
palace

In which word is the letter a in an unaccented syllable?

camping
around
favorite



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